PARTNERSHIP FOR EDUCATION: *LEARNING*

Annual Report
October 01, 2015 – September 30, 2016

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ACRONYMS

ATGL	Association of Teachers of Ghanaian Languages
AMEP	Activity Monitoring & Evaluation Plan
APW	Annual Programs of Work
CDCS	Country Development Cooperation Strategy
CLC	Continuous *Learning* Cycle
COE	College of Education
COP	Chief of Party
CPB	Capacity Building Plan
CRDD	Curriculum Research Development Division
CSO	Civil Society Organization
DA	District Assembly
DCOP	Deputy Chief of Party
DDE	District Directorate of Education
DEOC	District Education Oversight Committee
DEO	District Education Office
DFID	Department for International Development
DMT	District Master Trainer
DO	Development Objective
DQA	Data Quality Assessment
DRG	District Reading Grant
DTF	Decentralization Task Force
EDSA	Education Decentralization Support Activity
EFA	Education for All
EGMA	Early Grade Math Assessment
EGRA	Early Grade Reading Assessment
EGR	Early Grade Reading
EMIS	Education Management Information Systems
ESP	Education Sector Plan
GATE	Ghana Association of Teachers of English
G2G	Government to Government
GES	Ghana Education Service
GEU	Gender Education Unit
GILLBT	Ghana Institute of Linguistics, Literacy and Bible Translation
GIMPA	Ghana Institute of Management and Public Administration
GNECC	Ghana National Education Campaign Coalition
GOG	Government of Ghana
GPE	Global Partnership for Education
HICD	Human and Institutional Capacity Development
HRM	Human Resource Management
IEU	Islamic Education Unit
INSET	In-service Training
IPA	Innovations for Poverty Action
JCC	Joint Coordinating Committee

JICA	Japanese International Cooperation Agency
KG1	Kindergarten 1
KG2	Kindergarten 2
LGSS	Local Government Services Secretariat
M&E	Monitoring & Evaluation
MEL	Monitoring, Evaluation & *Learning*
MDG	Millennium Development Goal
MOE	Ministry of Education
NALAP	National Literacy Acceleration Program
NCCA	National Council on Curriculum and Assessment
NCTE	National Council for Tertiary Education
NEA	National Educational Assessment
NGO	Non-governmental Organization
NIB	National Inspectorate Board
NNED	Northern Network for Educational Development
NTC	National Teaching Council
OPIM	Organizational Performance Improvement Methodology
OTL	Opportunity to Learn
PBME	Planning, Budgeting, Monitoring and Evaluation
PMP	Performance Management Plan
PPTPDM	Pre-tertiary Teacher Professional Development and Management Policy
PTA	Parent Teacher Associations
PTQA	Program and Technical Quality Assessment
QUIPs	Quality Improvement in Primary Schools
REO	Regional Education Office
RFA	Request for Application
SDGs	Sustainable Development Goals
SEA	Special Education Assessment
SEU	Special Education Unit
SIL	Summer Institute of Linguistics
SMC	School Management Committee
SPAM	School Performance Appraisal Meeting
SPIP	School Performance Improvement Plan
SRC	School Report Card
STS	School to School International
TCAI	Teacher Community Assistant Initiative
TED	Teacher Education Directorate
TLMP	Teaching Language Material Program
TOC	Theory of Change
UCC	University of Cape Coast
UDS	University of Development Studies
UEW	University of Education at Winneba
WBI	World Bank Institute

1. ACTIVITY OVERVIEW

USAID/Ghana Partnership for Education: *Learning* is a $78,887,996.00activity that aims to support Ghana's educational institutions over five years to improve, expand, and sustain *Learning* outcomes for at least 2.8 million primary students nationwide, with an emphasis on children in kindergarten through grade three. In partnership with the activity's main implementing partners, the Ministry of Education (MOE) and the Ghana Education Service (GES), FHI 360 leads a consortium composed of: the Ghana Institute of Linguistics, Literacy, and Bible Translation (GILLBT), the Ghana Institute for Management and Public Administration (GIMPA), the Olinga Foundation for Human Development, and The British Council.

The *Learning* activity is part of the USAID Partnership for Education parent project that is supporting early grade reading and literacy improvement activities implemented by the MOE and the GES. *Learning* will support the MOE/GES's nationwide efforts, with additional support to high-performing and transitioning districts throughout Ghana. *Learning* seeks to strengthen and support Ghana's education sector human and institutional capacities to improve pedagogical excellence in early grade reading; support education systems to improve, expand, and sustain reading outcomes; and engage communities to promote reading. The *Learning* activity also includes a pilot to identify approaches to improve early grade math skills.

Activity/Mechanism Name	USAID Ghana Partnership for Education: *Learning*
Activity/Mechanism Start Date and End Date	December 12, 2014 – September 30, 2019
Agreement Ceiling	$70,980,296
Cost Share Amount	$7,907,700 (10%)
Name of Prime Implementing Partner	FHI360
Contract/Agreement Number	AID-641-15-00004
Name of Subcontractors/Subawardees	GIMPA, GILLBT, Olinga Foundation
Major Counterpart Organizations	MOE/GES at national and decentralized levels; and the Autonomous Boards
Activity Goal	Improved reading performance in primary schools in Ghana
Activity Objectives	1) Enhanced teaching and *Learning*; 2) Strengthened systems; 3) Increased accountability and transparency
Geographic Coverage	10 regions
Target Beneficiaries	MOE/GES and affiliated institutions at national and decentralized levels; teachers, school administrators, Parents, community actors,
Reporting Period	October 01, 2015– September 30, 2016

2. ACTIVITY IMPLEMENTATION PROGRESS

This Annual Report captures the period of October 1, 2015 – September 30, 2016, including the fourth quarter of the fiscal year. It and covers the year's accomplishments and overall progress made towards the achievement of *Learning*'s goals. Starting with the year's highlights, the next sections describe each component's progress towards the Year 2 goals.

2.1 Component Progress Status

2.1.1 Result/Component 1

The overall goal of Component 1 is to strengthen the early grade reading and math instruction of teachers of KG1-P3 by improving the quality of the current in-service and pre-service reading programs. In the first 2 years, *Learning* has used a strategic approach to establish groundwork for improving early grade reading. Through the development of the Ghana Reading Action Plan, key aspects of the systems that affect teaching and learning in early grade reading were addressed. These include: a) the revision of the language policy; b) the review of the KG1-P3 reading and numeracy curriculum; c) the identification of the supplementary readers for early grade pupils in Ghanaian languages, and; d) the review of existing systems for In-Service training and Pre-Service programs. Working Groups in each of these areas, comprised of education officials from the MOE/GES, Colleges and Universities, civil society organizations and NGOs working in the field of early grade literacy, met from May-October 2015 to conduct reviews of current policies and practices and to make recommendations for developing a sustainable approach to improving early grade literacy in Ghana. These recommendations guided the development of the Year 2 Work Plan.

The following five result areas were implemented in Year 2:

121. The KG1-P3 reading curriculum is revised to incorporate Ghanaian and international best practices in bilingual teaching and learning in the early grades.
122. The availability and use of core and supplementary reading materials for teachers and primary school pupils are increased.
123. In-service training for reading instruction is strengthened for at least 51,000 KG1-P3 teachers using Ghana's current and improved bilingual child literacy curriculum and approach.
124. Pre-service training for reading instruction is improved.
125. Strategies for improving early grade numeracy teaching and learning are piloted.

Year 2 Accomplishments:

121. The KG1-P3 reading curriculum is revised to incorporate Ghanaian and international best practices in bilingual teaching and learning in the early grades.

The goal of the *Learning* Activity is to improve the quality of early grade reading instruction to enable 2.8 million children to read with fluency and comprehension by 2019. To understand why reading performance remains low in spite of the many interventions that took place between 2004 and 2014, the G-RAP Curriculum Working Group explored this history and current practices in order to identify what needs to change in the early grade primary (KG1-P3) curriculum.

The review of the curriculum revealed that: 1) there is lack of coherence in the scope and sequence of the reading syllabus throughout the primary grades; 2) there is a poor match between the reading

syllabus and reading standards and milestones; 3) content areas of reading have significant weaknesses in teaching phonological awareness and phonics, the fundamentals of reading; 4) though the language policy requires that Ghanaian languages (L1) should provide the foundation for learning English (L2), it is poorly implemented; and 5) although the curriculum was intended to be a bi-lingual curriculum, its current syllabus and teaching and learning materials were not suited to support this approach.

The MOE/GES acknowledged the weaknesses and strongly encouraged *Learning* to support its efforts to revise the entire KG1-P6 curriculum, as it did not make sense to focus only on reading in the KG1-P3 segment. Following further discussions, it was agreed that *Learning* would support the development of the overall curriculum framework and content for reading and math, and provide guidance and a template for other subject panels to use in developing content for the remaining subject areas of the primary curriculum.

Upon the completion of the scope of work for the G-RAP Curriculum Working Group, a Curriculum Advisory Committee was formed with representatives from MOE, GES, NCCA, CRDD, TED, NIB, NTC, Colleges of Education, NEAU, Bureau of Languages, Association of Teachers of Ghanaian Languages (AGLT), Ghanaian Association of Teachers of English (GATE), STS, UEW, Institute of Education (UCC), Special Education Unit, Early Childhood Education, Conference of Heads of Basic Schools, Classroom Teachers, District Directors and other *Learning* partners. The terms of reference for the Curriculum Advisory Committee included the following tasks:

a) Provide advice on the specific inputs and strategies required to support the goals of the syllabus review, based on global research with respect to changing teacher practices and children's experiences in early literacy.
b) Provide advice on the foci for the needs assessment required to inform the syllabus review and implementation process.
c) Advise on current resources (materials, partnerships, etc.) that could be leveraged to support the development and implementation of the revised syllabus.
d) Review, at key intervals, the progress of the syllabus, including reviewing research findings and evaluation data, with a view to identifying modifications required to ensure the success of the reviewed syllabus.

The Curriculum Advisory Committee met several times through the months of March, April, and June 2016 and established subject panels, under the leadership of NCCA and CRDD, to review the syllabi of Math, language and literacy (Ghanaian languages and English), Science, and Early Childhood and Special Education. Another panel was formed to review the teaching and learning materials, which included the NALAP and Integrated Literacy Approach materials.

The curriculum framework was developed with a revised philosophy, goals and objectives, and a template for structuring the subjects. Curriculum needs assessment instruments were developed to support data collection, which was being planned for the first quarter of Year 3. In order to stream-line *Learning*'s efforts to strengthen the reading syllabus through the curriculum revision sought by the MOE/GES, these plans were suspended as *Learning* began its work on the implementation of USAID's "Simple View of Reading" approach to early grade literacy in August-September, 2016.

122. The availability and use of core and supplementary reading materials for teachers and primary school pupils are increased.

While *Learning* successfully procured 4.23 million supplementary readers in Ghanaian languages and English for all public primary schools in Ghana in Year 1, the procurement of the boxes to store the books in the schools was delayed. *Learning* sought to procure the boxes in Ghana and discovered that there was limited capacity to produce durable plastic boxes for the long-term storage of the books. After a lengthy procurement process, *Durplast*, a local manufacturer of plastic goods, was awarded the contract and had to import eight (8) additional molds to increase their current output capacity of 600 boxes to 5,400 boxes per month starting in September, 2016. Using their current capacity, distribution started in July to districts in hardship places and those with storage problems. The distribution will continue as the boxes are produced and will be completed by November/December, 2016 to all 28,341 public Kindergarten and Primary schools in 216 Districts in Ghana. In addition to schools, the 300 boxes of supplementary readers will be distributed to MOE/GES offices at the national, regional and district levels, and to the 10 Mobile Library Vans.

To officially mark the launch of the distribution, a ceremony was held on June 7, 2016 at the Osu Presbyterian Hall in Accra. The ceremony was headlined by the US Ambassador, Robert Jackson and the Director-General of GES, Mr. Jacob Kor, with over 141 attendees representing the Ministry of Education, Ghana Education Service, US Embassy, USAID and *Learning* and other stakeholders – children, parents, teachers, universities, Colleges of Education, development Partners, NGOs, traditional leaders, publishers and the private sector. The GES Director-General, Mr. Jacob Kor, underscored that the "distribution of the books will provide better opportunities in schools because they will have better access to good, quality books that will enable them to develop their reading skills."

By September 30, 2016, **1,541,203** (M-783,735; F-756,468) KG1-P3 pupils from 98 districts where the books have reached the schools have benefitted from the supplementary readers.

A *Supplementary Readers Teacher's Guide* has been developed to help teachers learn how to use supplementary readers to enhance pupils' acquisition of reading skills. It contains suggestions for class organization, sample activities, keeping and tracking how the books are used and specific guides for storage, safe-keeping, and how teachers should encourage pupils to access the supplementary materials. The printing and distribution of the guide is scheduled for the first and second quarter of Year 3.

In addition to the procurement of supplementary readers, *Learning* has pursued other strategies, described below, to encourage reading in and out of the classroom:

- Support to the Ghana Library Authority (GLA) on the use of the Mobile Library Vans to distribute books to schools to strengthen a "Culture of Reading" in schools and communities. Efforts are being made to solicit private sector funds to provide sustainable support, such as fuel, to the Mobile Library Vans.

- Development and distribution of *Reading Clubs' Guide* to encourage schools to set-up and manage Reading Clubs in schools and through community libraries where they exist.

- Supporting the current Minister of Education's "Children's Writing Project"—a collection of stories written by children to be published as part of an ongoing effort to create a bank of children's stories written by and for Ghanaian children.

- Development of a proposal with Worldreader to supply 50 schools in 10-15 districts with approximately 3,250 e-readers and 526,500 book titles relevant to P1 and P2 levels over a two-year period. Other materials to be included will be the current teaching and learning materials such as

the NALAP materials; the Integrated Literacy Approach materials and materials that *Learning* will develop. Worldreader will provide e-readers at the ratio of a device to three (3) pupils and train teachers in their use to promote reading. This proposal has now been removed from the plan to focus the resources on pupil reading materials to support the "Simple View or Reading." Private sector and philanthropic funds will be sought to support World Readers' innovative approach to providing supplementary readers to schools.

- The "Reading Festival" is a strategy adopted by *Learning* to encourage and stimulate children's interest in reading by demonstrating that reading is fun and enjoyable in both Ghanaian languages and English, to showcase the supplementary reading materials procured with funds from USAID; to create awareness among teachers on the use of the supplementary reading materials to develop literacy skills; and to mobilize schools, parents/guardians and community support for the development of a culture of reading.

  From November 17- December 2, 2015 one-day Reading Festivals, were held in all 10 Regional Capitals of Ghana. Over 5,000 pupils participated as well as teachers, parents, chiefs, Queen Mothers and district education officers to celebrate reading. The coverage of the activities of the Reading Festivals by the national media also created greater awareness for the value of early grade reading.

- The 2016 edition of the Reading Festivals will be held in 100 Districts in the 10 regions from October 18 - November 15, 2016 in three progressive "Episodes" for effective logistical support and management.
    - Episode 1 – October 18, 2016 – BA, UE, UW & Northern Regions
    - Episode 2 – November 3, 2016 – Ashanti, Eastern, & Volta Regions
    - Episode 3 – November 15, 2016 – GAR, Central & Western Regions

  The selection of districts was proportionally based on the number of districts in each region for equitable representation in the Regions. Within each region there was a balance between urban, sub-urban and rural for a wide coverage. Although *Learning* will provide seed funding, the District Directors were encouraged to seek/solicit funding support from other benevolent bodies with support from *Learning*'s Public Private Partnership (PPP) manager.

123. In-service training for reading instruction strengthened for at least 51,000 KG1-P3 teachers using Ghana's current bilingual child literacy curriculum and approach.

To address the scale of training 51,000 teachers in 165 districts, *Learning* created 2 Cohorts of 60 districts and 105 districts whose teachers would be trained between FY 2017 and FY 2018, respectively. The Cohort 1 training of 25,200 teachers and 600 trainers in the 60 districts was scheduled to occur in late August to early September, 2016 during the long break, in residential settings, when schools are closed.

Training planning: To prepare for the training, several planning meetings and workshops were held with GES staff (including National In-Service Unit staff of TED, CRDD, Basic Education and NTC) to arrive at a plan for training 25,200 teachers including 4,200, head-teachers and curriculum leads, 600 (60 national trainers and 540 regional/districts master trainers including circuit supervisors). Options between residential and non-residential, cascading and modified cascading models used by GES and development partners such as UNICEF were weighed for costs, quality assurance, and logistical feasibility. By the time *Learning* and its GES counterparts settled on a non-residential modified cascading model, only half of

the 10 plans to be developed by each region came in by the mid-July deadline, creating major challenges for the procurement of services and materials for the training.

Developing training materials: While some members of the Component 1 team were focused on the logistics of planning the training of the 25,200 teachers, other members had begun to work on the training materials. Though related to the curriculum revision, the exact content of the early grade reading interventions to be used in training the teachers had not yet been decided upon. It was not an option for *Learning* to wait for the revised reading curriculum to train teachers, hence the choice of what to focus on in preparing teachers to improve early grade reading had to be determined.

Learning convened the Ghanaian and English Language curriculum panels, reinforced by MOE/GES staff of CRDD and TED, and with technical support from FHI360's literacy team in Washington and British Council in a workshop in Koforidua, May 16-20, 2016 to determine the content of the training of the teachers. Bringing their knowledge of USAID's literacy approach, considering the findings of the review of the literacy curriculum, and factoring in the short period of time to develop materials for the teachers, the FHI360 literacy experts suggested a daily 20-minute phonics lesson was the best option. At the workshop and afterwards, draft lesson plans for the different languages and levels were begun.

However, challenges inherent in the reading materials available and in the system began to emerge: 1) the current materials in the system were not systematically graded and structured to teach reading; 2) the phonics and phonemic awareness skills were not adequately addressed (as reported earlier from the Elmina workshop); 3) the NALAP materials intended for reading fluency, vocabulary and comprehension were not graded. However, it was agreed that the 20-minute stand-alone scripted lessons, coined, "Reading Fundamentals 1," may be used every day to teach these critical foundational skills that could still make a difference in pupils' ability to read. Time was needed to develop the scripted lessons; and to embark on a massive training without having tested and validated the materials was proving to be quite risky. Moreover, *Learning* became more acutely aware of the mismatch between official language of instruction of schools and the language spoken by teachers who are mandated to teach in those languages.

While RF1 was being developed for large-scale implementation, "Reading Fundamentals 2" (RF2) was being designed to provide a more robust pilot reading program aligned to the curriculum revisions and the language policy. RF2 was to serve as the intervention for the impact evaluation to be conducted by *Evaluating Systems*.

As the plans emerged, however, the delays in logistical planning for the teacher trainings, coupled with the lack of validation for the literacy approach and materials and the complexities of the language mismatch situation compelled *Learning* to postpone the teacher training scheduled for August 2016.

Re-directing the reading interventions and the training plans: Following the decision to postpone the training, the following actions were taken to redirect the interventions and planning.

    a) A *Literacy Advisory Committee* (LAC), comprised of GES division representatives, NCCA, NTC, TED, CRDD, Universities and Colleges of Education, and the Language Associations (English and Ghanaian Languages) was formed to advise, review, refine, and guide the methodology and implementation of the reading intervention that would be undertaken by *Learning*. Recognizing that *Learning* was working with insufficient information about the current conditions of teaching and learning in classrooms, a decision was made with the LAC to gather information through: 1) a "Snapshot" study of classroom practices to inform the opportunities and challenges likely to be faced in the implementation of a phonics-based reading program; 2) a formal desk review of

existing teaching and learning reading materials and practices in Ghana to determine gaps relative to phonics-based instruction; 3) an informational workshop to learn about the work of 17 major NGOs currently providing literacy services in Ghana; and 4) testing of the 20-minute phonics lessons in 30 classrooms in two languages using insights from the Snapshot study, the desk review, and the NGO Workshop. Once completed, this information and analyses would better position the LAC to make decisions about the focus and methodology of the reading interventions.

b) *"Snapshot" Study and the Desk Review.* The purpose of the study was to identify the real issues facing teachers in the field in the teaching of reading, and on how reading instruction is implemented. The result of the study was very informative and confirmed the difficulty of teachers in the teaching of phonological awareness and phonics and in using the Integrated Literacy Approach to reading. The main recommendations, presented on September 9, 2016 are: a) "The program needs to be supplemented with systematic and explicit instruction in phonological awareness, phonics and word analysis to better instruct word recognition and spelling; and b) teachers may require greater support in using assessment data to inform instruction." Furthermore, the desk review of the NALAP, Integrated Literacy Approach, and other materials in the system conducted by an international expert, revealed that while most of these materials are strong, they don't reflect the most recent insights on early grade reading instruction. Recommendations were made for the improvement of those materials if they were to be used to support more effective teaching and learning in mother tongue instruction.

c) *The NGO workshop on Literacy Practices.* The workshop was conducted in Kumasi from August 22-24, 2016. It was attended by 17 NGOs, LAC members, *Learning* staff and two Regional Directors of Education. The NGOs presented their approaches to teaching reading. The main lessons are that most of the programs are using the phonic approach and have developed materials to supplement the Integrated Literacy Approach materials for reading. Their programs are embedded in the districts' activities, thus reducing cost of training and follow-up support to teachers. One recommendation was that *Learning* should consider engaging some of the NGOs as partners in delivering training and follow-up coaching support to schools.

d) *20-minute phonics lesson plan pilot in Ghanaian languages*: In the effort to understand the potential use and impact of scripted 20-minute phonics lessons designed for RF1, a small pilot of these lessons was conducted in two languages, in two districts -Gonja in the north and Dangme in the south. For each districts, five schools, 5 teachers, 5 Head Teachers, 5 Curriculum Leads, 1 Circuit Supervisor and 2 language specialists and the 1 district director of education were involved. The design of this pilot included the following steps, shedding light on the steps that would need to be taken to produce materials and train teachers in USAID's "simple view of reading":

1. The tracking sheets were developed (11 Ghanaian Languages) based on initial sequencing of letters and their sounds that commonly occur in a particular language. Keywords were developed for each letter sound; then decodable words were generated for each sound based on the sounds the children have previously learnt.
2. Daily lesson plans were developed based on the sequence of sounds where the children learn a focused sound and its key word, play with the sound in games like tongue-twisters and the identification of its initial sound in words.
3. The decodable words are segmented by the children into syllables and blended to form meaningful words and new words.
4. The newly learnt letters/sounds and words are written down by children in their books for consolidation and assessment.

5. The tracking sheets were used to develop the phonic lessons introducing two letters per week. The lesson plans have in built instruction sequence for introducing the letter/sounds and practice exercise for the pupils.
6. Lesson observation tool was developed to observe how well teachers are following the lesson steps.

Teachers, head teachers, and curriculum leads from the targeted schools were trained for 3 days on the materials. For the pilot, class observations were conducted by head teachers and curriculum lead along with *Learning* staff. At the end of each lesson, teachers were interviewed to find out if they have difficulties in following the lessons; and at the end of the pilot there will be a focus group discussion to find out what went well, what did not, and to hear from the teachers the recommendations they would make for improvements in the program.

The Pilot period was scheduled for four weeks, from September 26 – October 21, 2016. A full report of the pilot will be written and the findings will contribute to the development of the reading interventions of Years 3-5.

As the *Learning* team was implementing its redirected efforts to define the reading interventions and to more adequately prepare for the training of teachers, USAID/Ghana requested that the design of the reading interventions be in alignment with USAID's "Simple View of Reading" approach. The plans for Years 3-5 submitted as a part of the Annual Plan for FY 2016-2017 captures the substantial changes that were made to *Learning*'s design to address this approach. The process for developing this plan is described in the Annual Plan document.

124. Pre-service training for reading instruction improved.

In Year 2, *Learning* sought to address this result area in two ways: 1) *Learning* has participated in the activities and on the Advisory Group of the T-TEL program, funded by DfID, which is designed to 2) A Senior Pre-service Specialist was successfully recruited from University of Education-Winneba in June to serve as a consultant to: (a) review the curriculum of the Teacher Training Institutions (TTIs) for content and pedagogies for teaching child literacy in English and Ghanaian languages, and recommend changes to cater for the objectives outlined in the G-RAP and the primary school curriculum; (b) work with the TTIs to standardize the curriculum for child literacy, math, and languages using the national literacy standards and the improvements which will be undertaken with *Learning*'s support; (c) work with the TTIs to revise the practicum experience in micro/peer teaching and direct classroom experience on teaching child literacy and math; (d) explore and suggest teaching and learning resources for implementing the revised standardized curriculum, which includes all texts recommended for teaching literacy and math in KG-P6; (e) provide ongoing technical assistance to the *Learning* and NTC team to ensure that all the targets for the *Learning* Activity in relation to pre-service reform, the Ghana Reading Action Plan (G-RAP), and Language policy work and (f) work with Evaluating Systems, *Learning*'s MEL team, and the Basic Education Research Group to suggest relevant research studies for the universities to explore and produce new knowledge about reading instruction in Ghanaian Languages and English.

Since July, the consultant has conducted fieldwork at various universities and colleges to collect curriculum and course outlines on reading and literacy, and has conducted an evaluation of the status of reading in the pre-service training of teachers in Ghana. The Senior Pre-Service Specialist will continue to collect information at UCC, UDS and other Colleges of Education in Cape Coast, Komenda and Tamale to provide a detailed evaluation of the status of reading and teacher preparation in Ghanaian language instruction. His body of work has also included the recruitment of Ghanaian language experts in

University of Education-Winneba's Ajumako Language Institute to support the development of the 20-minute phonics lesson plans developed for the pilot, thus connecting these experts intimately to the reading instructional designs that *Learning* is developing.

125. Strategies for improving early grade numeracy teaching and learning piloted

During Year 2, the Math Pilot Coordinator was successfully recruited and the Numeracy Advisory Committee (NAC) was set up, with a functioning Math subject panel. The NAC has played an active role in guiding the activities of the Math Pilot. With their support and guidance, *Learning* carried out the design phase of the numeracy pilot, including conducting a qualitative study on teacher beliefs and practices, holding policy dialogue with MOE and stakeholders, reviewing and updating the syllabus, developing performance standards, creating a teacher resource guide and schemes of work, developing coaching training and materials, and designing classroom monitoring tools and evaluations.

The Numeracy Advisory Committee agreed to roll out the numeracy pilot through a two-phased approach, beginning with a small pre-pilot in P1-P2 classrooms in 20 schools during the 2016-2017 school year, before expanding to additional schools during the 2017-2018 school year. The first cadre of 20 pre-pilot schools were selected in Ada West and Ga West districts, covering two different languages (Dangme and Akwapem Twi). District officials, head teachers, teachers, and coaches from these schools were trained in the new syllabus and materials, and at the writing of this report, are implementing the revised math curriculum in the target schools. The pre-pilot phase enjoys an extremely high level of support and buy-in from the Ministry and the GES, and NAC members have helped to design and facilitate trainings.

2.1.2 Result/Component 2

The overarching goal of Component 2 is to strengthen the management and financial systems of the Ministry of Education/Ghana Education Service (MOE/GES) and its affiliated institutions in support of early grade reading at the national, regional, and district levels. At the start of the implementation of *Learning*, the MOE/GES singled out the development and implementation of the Ghana Reading Action Plan (G-RAP) as a priority activity that could structure the efforts of *Learning* to strengthen its capacity to develop a sustainable response to the problem of early grade reading in Ghana. Moreover, the G-RAP was viewed as an important process and document that would create the policy context and an enabling environment to mobilize all stakeholders to support the goal of improved reading in Ghanaian languages and English for all the children of Ghana.

Learning has used a "learning by doing" approach to capacity-building, which capitalizes on the strengths of Ghanaian institutions and provides targeted accompaniment to deliver on the goals identified. As such, the development of the G-RAP consisted of mobilizing the technical divisions of the MOE/GES and the Autonomous Boards (NIB, NTC, NCCA) through 5 technical and thematic Working Groups to develop the content and implementation strategies of the plan. To co-lead and co-manage the implementation of the activities, *Learning* issued In-Kind Grants to GES, MOE, NIB, NTC, and NCCA, thus providing the space for each of these divisions to be closely involved in the planning and implementing the work plan's activities. Moreover, the MOE/GES identified key personnel as Points of Contact (POCs) assigned to each component of *Learning* to manage the decision-making and the communication channels between the institution and *Learning*.

The specific Year 2 activities are captured in the five result areas listed below.

221. The Language Policy of MOE is strengthened.

222. The Ghana Reading Action Plan (G-RAP) is produced and implemented through District Reading Action Plans (D-RAPs) in 61 Performing and 104 Transitioning Districts.

223a. The Technical, Operational and Financial Management Systems of the NIB, NTC, and NCCA are strengthened in support Early Grade Reading

223b. The Technical and Financial Management Systems of the MOE are strengthened in support of Early Grade Reading.

223c. The Technical and Financial Management Systems of GES are strengthened in support of Early Grade Reading Improvement

224. Strategies for improving Teacher Attendance and Time- on-task are identified and piloted.

221. The Language Policy of MOE is Strengthened.

Language Policy: In the course of Year 2, the Language Policy Working Group, with support from SIL-Lead and internationally renowned Ghanaian scholars on the issue, finalized the draft of the Language Policy in Education and submitted it to the Minister of Education for review. With deep appreciation for the quality of the work produced and for the major tenets of the policy, the Minister directed that the draft document be circulated to the Vice-Chancellors of all public universities and the 43 Colleges of Education in Ghana for their inputs. The consultative process adopted by Learning through the Language Policy Working Group and the G-RAP development has further deepened national buy-in for the revised language policy. At the writing of this report, the draft policy document had been circulated to the Universities and Colleges of Education and to key departments and units in the MOE, the Chief Director at the Ministry of Education, the Director of PBME at GES and the two Deputy Ministers of Education. A symposium with academia and other key actors is being planned for mid-October and will be reported on in the Year 3 first quarter report.

This year, *Learning* further broadened the ownership of the Language Policy by holding meetings with the Language Associations of Ghana to sensitize their members on the language policy. The participants included the Ghana Association of Teachers of English (GATE) and the Association of Teachers of Ghanaian Languages (ATGL). The goal of this activity was to present the Language Policy to a cross-section of the members of ATGL and GATE to enhance their understanding of the policy. The presentation included the rationale for the Language policy, its development processes, objectives and implementation activities. The Language Associations were duly informed at the meeting that they would be actively involved in the Mother Tongue Dialogue Cafés. In total, fourteen (14) leaders of language associations participated in the meeting, including the President of the Ghana Association of Teachers of English and Association of Teachers of Ghanaian Languages.

Contributors to the discussions included the President of GATE and the President of the Association of Teachers of Ghanaian Languages (ATGL) who pledged their unflinching support to the implementation of the Language Policy in Education (LPIE). The President of ATGL indicated that there was currently a course at Ajumako Training College on the importance of the Mother Tongue in education.

Language Mapping: In order to better support the implementation of the language policy, the Year 2 work plan included the conduct of a language mapping exercise in *Learning*'s 165 targeted districts to provide data on the language situation in Kindergarten and Primary schools in Ghana. In this last quarter, progress was made in finalizing the scope of work and in selecting the University of Education-Winneba to conduct the language mapping exercise. A sub-committee of the Language Policy Working Group was formed to oversee the development of the terms of reference and the eventual implementation of the exercise. The language map that will be developed through this exercise is a sociolinguistic survey of the language situation in classrooms at lower primary level and school environment in the selected districts. The survey seeks to identify language use and the choice of language for instruction in the lower primary classrooms in Ghana. The research, when completed, will provide valuable data and information that will inform policy on the use of local languages, curriculum review, teacher recruitment, deployment, and retention.

The Language Mapping Committee held two meetings during the period under review (May 13 and June 10, 2016). The first meeting discussed in detail the TOR for the Language Mapping Exercise and the institution that would conduct the exercise. The University of Education Winneba (UEW) was given the responsibility to conduct the exercise. UEW was tasked to provide a detailed proposal on the methodology and implementation of activities for the exercise. The second meeting of this Committee reviewed and approved the TOR and the methodology submitted by UEW. It also provided justification for selecting the UEW. Approval of these documents paved way for the preparation of the required financial documentation for approval by FHI360. The Language mapping contract is awaiting approval from FH1360. Once the necessary processes are finalized, the study will commence in October 2016 in all the 60 Cohort 1 Districts and the 200 schools of *Learning*'s baseline and treatment studies.

222. The Ghana Reading Action Plan (G-RAP) is Produced and Implemented through District Reading Action Plans (D-RAPs) in Sixty-one (61) Performing and One Hundred and Four (104) Transitioning Districts

After the review and recommendations of the 5 Technical Working Groups on the content areas (In-service/Preservice, Curriculum, Language Policy, Supplementary Materials, and Communication) of the G-RAP, a zero draft of the document and its full adoption by the MOE/GES's National Task Force became the primary focus of the Year 2 plan under this result area.

To achieve the objectives for this result area, Component 2 worked with the Office of the Chief Director of the MOE to reactivate and enlarge the membership of the National Task Force. A significant outcome of these meetings was the decision by the Chief Director to chair the National Task Force. The decision paved the way for the G-RAP finalization process to resume in earnest in August. A larger Technical Working Group was subsequently carved out of the National Task Force to work on the draft G-RAP document. Technical support towards the finalization of the document was provided by three consultants recruited from GIMPA as technical writers to review the existing material, and produce a zero draft G-RAP document. Following the internal review of the document by *Learning*'s POCs and the team, the zero draft was finalized and made ready for the retreat of the National Task Force.

The zero draft of the G-RAP document was finalized and shared with the National G-RAP Task Force at its first retreat on September 13-16, 2016 Peduase Valley Resort at Aburi. Over 50 stakeholders from the MOE/GES and its affiliated institutions at the national, regional and district levels, and representatives of civil society, and the House of Chiefs participated in the retreat. The retreat afforded participants the opportunity to review the draft document, identify conceptual gaps, determine a timeframe for the

implementation of the G-RAP, and develop key messages for the national advocacy campaign on reading in Ghanaian Languages and English.

The Chief Director of MOE delivered the keynote address. Naa Prof. Nabila, the Chair of the National House of Chiefs and a member of the Council of State also attended the Opening Ceremony. The speakers emphasized the need to develop a robust G-RAP, which when implemented will address comprehensively, the underlying causes of the poor reading performance of Ghanaian pupils, especially at the lower primary level.

The National Taskforce agreed that the timeframe for GRAP should be aligned to the draft Education Sector Plan (ESP) and the newly developed Sustainable Development Goals (SDGs) 2017 – 2030, and framed in three-year increments. It was also agreed that the goal of the G-RAP should be to achieve 100 % reading success rate, i.e., no child is to be left behind. Furthermore, milestones and benchmarks for reading proficiency should be set; there is also a need to reach consensus on the baseline that will be used with the choice being between EGRA or NEA scores.

The National Task Force plans to finalize the document for the national launch in early 2017. As the document is being finalized, a framework for districts to develop their own District Reading Action Plans (D-RAP) is being designed. The framework will serve as a guide for Districts to develop their reading action plans with specific activities that will contribute to the national goals and targets set out by the G-RAP.

The launch of the G-RAP will be the beginning of a national campaign to support early grade reading. Lowe Lintas, the communications firm that was recruited to develop the communication strategy and to lead the campaign, has vast experience in Social Behaviour Change Communication and Advocacy, and is currently the firm that designed and manages the "Good Life" health advocacy campaign implemented with support from FHI360 as part of the USAID-funded Communicate for Health Activity.

223a. The Technical, Operational and Financial Management Systems of the NIB, NTC, and NCCA are strengthened in Support of Early Grade Reading

Under this result area, the main goal has been to support the organizational development of the three Autonomous Boards to implement their mandates and play their roles more effectively. With *Learning*'s technical and financial support, the three Autonomous Boards—National Council for Curriculum and Assessment (NaCCA), National Teaching Council (NTC), and National Inspectorate Board (NIB) held the first meetings of each Board's newly inaugurated governing council. Each three-day event consisted of two days focusing on exploring council member roles and responsibilities, their understanding of their mission and vision, and a one-day business meeting. In collaboration with each institution's Executive Director, *Learning* assembled a facilitation team of leading Ghanaian experts to advise and support the council members by clarifying their legal mandate, effective governance, member roles and responsibilities, critical functions of governing councils, corporate communications, and strategic planning. In addition, a Public Financial Management Expert was engaged to advise and provide technical support to strengthen the financial management systems of the three institutions.

The key outputs from the Council meetings will feed directly into each Board's strategic planning process. Given the nascent stage of development at NaCCA and NTC, the strategic plans will provide essential guidance to each organization's secretariat and council and will chart a course for the growth and development of the institution over the next four to five years. *Learning* is currently working with

the respective Executive Directors to identify consultants that will support the strategic planning process, which is currently ongoing.

This year, Spaysis, an architectural and engineering firm was retained to analyze the current conditions of the spaces allocated to the Boards by the MOE, and to recommend specifications for the rehabilitation of the office spaces in Accra, Kumasi and Tamale. Spaysis concluded its report and after the completion of the Environmental Impact Assessment, which is in progress, construction will commence. The acquisition of office equipment and supplies for the Autonomous Boards is ongoing. Evaluation of bids for the supply of IT equipment and office stationery for the Boards (NIB, NTC, and NCCA) has been completed. The procurement documents have been submitted to FHI360 for final approval.

223b. The Technical and Financial Management Systems of the MOE are strengthened in Support of Early Grade Reading

Three activities were planned under this result area: 1) support to the passage of the Education Decentralization Bill; 2) support to redesign and implement the EDUNET; 3) support to the MOE for development of a Public Private Partnership framework and strategy.

1) *Education Decentralization Bill*: After Year 1's implementation of the stakeholder hearings in all 10 regions of the county, the bill was revised to include their inputs and submitted to the Cabinet of Minister of Education. The Bill was subsequently sent to the Attorney General's office for its review and is awaiting the Parliament's review. In order to provide greater impetus to this process, GNECC, an advocacy resource partner of *Learning*, has been working behind the scenes to gain parliamentary support, and organized a highly mediatized public forum at the Movenpick Hotel on June 6, 2016. The event was attended by diverse stakeholders, including the donor community.

   Unfortunately, the Bill was not passed before the end of this Parliament and will have to be reconsidered when the new Parliament is seated in 2017.

2) *EDUNET*: A key task for *Learning* in the Year 2 plan was to analyze the existing conditions of the EDUNET and to propose cost-effective solutions for its implementation as an Information and Communication Technology (ICT) support to Ghana's Education Management Information System (EMIS) and School Report Card (SRC) data collection and utilization. The analyses revealed that the EDUNET equipment that was procured under the previous project supported by USAID were no longer in use and indeed, had been removed from the test sites. In *Learning*'s effort to identify a cost-effective solution, it became clear that the EDUNET as a mechanism could not be decoupled from the EMIS efforts being undertaken by *Evaluating Systems* (Social Impact) and the mSRC (Mobile SRC) being experimented by *Learning Supports* (UNICEF). To avoid duplication of efforts from the three PfE partners, and to align their mandated interventions with the priorities of the MOE/GES, an integration workshop was held at Aqua Safari Resort in January 2016 with PfE staff and MOE/GES divisions responsible for EMIS, SRC/mSRC, and EDUNET. It was recommended that the work to produce a plan for integration continue through Technical Working Groups, which would develop an Action Plan for the integration of the systems and for harmonizing the support to be provided by the three PfE partners.

   Thus began the extensive collaboration with Social Impact and UNICEF to work together to propose an integrated solution to the EDUNET/EMIS/SRC mandates of each of these partners funded by USAID under the Partnership for Education (PfE). The PfE partners met several times from February

to June, 2016 to hammer out an action plan with concrete proposals for supporting the MOE/GES to develop an education integrated information management system. A draft Integrated Action Plan was developed in May 2016 and submitted for review to the leadership of all three PfE partners.

Concomitantly, with the support of an IT consultant from the home office of FHI360 and the Information Systems Specialist of *Learning*, a thorough assessment of the Information System of the MOE and GES was conducted in May 2016. This activity led to the development of the Terms of Reference (TOR) for an EDUNET solution that incorporates the findings of the assessment and the prior work which had been conducted by Social Impact to meet its mandate. The draft TOR was completed in June 2016.

After the detailed analysis of the system, two proposals were presented: 1) a Loosely Coupled Integrated Data System (using a software application to integrate EMIS and SRC data systems so that they act as a single data system), and; 2) Tightly Coupled Integrated Data System (developing a single unified data system for EMIS and SRC from scratch). The matrix for comparing the two systems on the basis of cost, performance, robustness, sustainability, maintenance and other relevant factors was developed to guide the leadership of MOE and GES in making a final decision. In July, a cost/benefit analysis was done for the integrated EMIS/SRC/EDUNET solution package.

While the PfE partners completed their work, it has been extremely difficult for them to marshal the commitment of the MOE/GES to review and decide on these options. The division responsible for EMIS at the MOE resists these changes and are content with the system that they have, while some members of the EMIS division at GES are open to some suggestions. This work has come to a grinding halt. The restart of this activity will have to come from the top leadership of MOE and USAID to review the findings of the work conducted under PfE and to determine if it is aligned to the needs and desires of the MOE/GES.

3) *Public Private Partnership*: At the request of the MOE, *Learning* began its work to support the government to develop a strategy for engaging the private and philanthropic sectors to support education in public private partnerships (PPP). A PPP Working Group has been developed to structure the work of the MOE in this area. For *Learning*, this effort is coupled with the $7.9 million cost-share obligation, which has as its goal to seek meaningful contributions that enhance the goal of reading. Through the Working Group, the MOE will develop and benefit from the strategies implemented by *Learning* to draw in partners in support of reading.

A PPP Manager was hired in May, 2016 and has since begun to identify potential private sector partners. The Cocoa Partners Foundation (CPF) agreed to collaborate with the *Learning* Activity to execute some of its activities by providing resources for Reading Festivals, Reading Clubs and Supplementary Reading Materials among others. Newmont Mining, through its foundation NAdeF, has also signed an MOU with the *Learning* Activity to collaborate on several fronts in communities where they operate. The COP currently serves on the Advisory Committee of the UNDP-sponsored effort in Ghana to develop and implement strategies to increase philanthropic support to education as part of the SDG goals.

223c.   The Technical and Financial Management Systems of GES are strengthened in support of Early Grade Reading

At the beginning of Year 2, *Learning* conducted a situational analysis, using as a basis the findings of USAID's financial and institutional capacity assessments on the GES systems. The analysis also included a

review of lessons learned from the Global Partnership for Education Ghana (GPEG) experience. *Learning* held a number of planning meetings with the leadership of the GES and the POC to identify priority areas in the quest to address the falling standards in reading and address the issues adversely affecting the implementation of an effective decentralized educational planning system.

Out of these efforts, two requests came from GES: 1) support to address the issue of teacher rationalization; and 2) support for training district planners and budget monitors in Project-Based Budgeting methods mandated by the Ministry of Finance. *Learning* determined that both of these requests were consistent with the mandate of *Learning* to address the teacher retention issues and to build capacity to improve financial management of GES.

1) *Teacher Rationalization*: The teacher rationalization activity is intended to address the critical challenge confronting MOE/GES regarding teacher recruitment, deployment and retention. The rapid assessment conducted by *Learning* indicated that the GES has scattered policies on teacher deployment and retention, and that these policies and practices need to be harmonised into one cohesive policy document, which comprehensively addresses the challenge.

   Learning proposed to USAID and Social Impact that this request from GES concerning teacher rationalization could ostensibly be used to address the teacher retention study that was to be conducted by Social Impact in connection to *Learning*'s intervention in this area. Based on the discussions held by the three parties, it was agreed that this could indeed be a utilization-focused evaluation that would help GES address the issues of teacher recruitment, deployment, and retention, with a keen eye on the issues surrounding early grade teachers qualified and deployed properly to create the best language match situations in the schools—a major impediment to the effective implementation of Ghanaian language instruction as identified in the existing and revised language policy.

   Soon after these discussions, plans to develop the processes for the conduct of the study were halted as *Learning* was asked to re-focus its interventions to respond to USAID's "Simple View of Reading." The new focus being developed for Years 3-5 will likely not permit any future activities in this area.

2) *Project-Based Budgeting Training*: The *Learning* Activity provided extensive technical and financial support to the budget and planning units of MOE and GES at the district, regional and national levels by co-designing and implementing program-based budgeting production workshops. The PBB approach is intended to enable MOE/GES units to tie concrete project activities to results and budgets, marking a departure from past practices that essentially only focused on activities. The workshop was organized for 464 District Planning Officers and Statisticians from August 14th to September 9, 2016. The program equipped the Regional and District Education Officers with the requisite knowledge and practical skills to develop and implement a performance informed budget. The District officers have been equipped with the tools to develop, implement and monitor budgets using the format prescribed by the Ministry of Finance. The support provided by *Learning* has contributed immensely towards the institutionalization of performance-based budgeting in the education sector. This training will equip the Districts to prepare their District Reading Action Plans using a Project-Based Budgeting approach to these plans.

224. Strategies for improving teacher attendance and time-on-task are identified and piloted
The report on this result area is captured under the MEL section of this report.

2.1.3 Result/Component 3

The overarching goal of Component 3 is to improve accountability and transparency in school management by building partnerships between schools and communities to improve the reading performance of the pupils in the targeted districts. The activities for the Year 2 work plan under Component 3 are based on the following four life of project intermediate sub-results:

321: School management and decision-making structures for community engagement are supported.

322: District Reading Grants are used effectively by "performing" districts to help promote reading and improve related basic education management practices.

323: GES School Report Card program is improved and expanded.

321: School management and decision-making structures for community engagement are supported

Component 3's main focus during Year 2 has been to broaden its awareness-building activities of the reading goals of *Learning* among parents and community members, and to support school management structures and parents to better understand their roles and responsibilities in promoting early grade reading.

The Facilitator's Guide for High Performing SMCs: Learning produced a *Facilitator's Guide for High Performing SMCs* (*The Guide*) aimed at providing training support to SMCs to improve their functionality. *The Guide*, which includes gender-sensitive strategies and solutions to improved school management performance, was developed as a collaborative effort between GES units, the REOs, and GIMPA. *The Guide* builds on the GES Manual for SMCs by training participants to understand and interpret the mandates of SMCs as described by the Acts 506 and 778. Through experiential and adult learning strategies such as role plays, the activities in *The Guide* engage participants to explore the issues of dysfunctionality of the SMCs and seek to redress them by having the trainees understand the benefits of inclusive participation and the principles of ownership and accountability for school performance.

The Guide is in its first iteration and has been used to train SMCs in the first cohort of 60 districts. Based upon an assessment of its effectiveness as a tool, modifications will be made for future trainings and also for its integration as tool a for sustained use by GES beyond the tenure of *Learning*. In the revision, several gaps that have been observed will be addressed. These gaps include more attention to the current problems in early grade reading in the schools and how SMCs could concretely address improvements in reading. The G-RAP has integrated performance expectations for SMCs and School-Community Partnership activities that can also be incorporated into *The Guide*. The cross-reference between the two documents will buttress the mobilizing messages around reading and impart both the sense of urgency and possible actions to improve early grade reading in Ghanaian languages and English.

SMC Training: The design of the SMC training has been modelled on a "critical mass" and cascade approach. Master Trainers consisting of a team of GIMPA consultants and *Learning* staff who drafted the training program trained 70 Regional and 1,200 District Trainers, consisting of GES staff, such as Circuit Supervisors and Public Relations Officers with good training skills. The District trainers, in turn, were deployed to conduct SMCs trainings using GES' cluster-based training model, and they received support as needed from the Regional Trainers. Besides preparing the Regional and District Trainers for the task

of facilitating SMC training workshop, the content of their training consciously included skills development in the areas of planning, management of resources, and general knowledge in gender and inclusiveness. This provided the opportunity to add to the overall capacity of the GES staff at different levels.

From the end of August to September, District Trainers were engaged in the training of the SMCs that had been inaugurated. In order to qualify for the training, many SMCs pushed for their inaugurations in time for this round of workshops. Data from the trainings show that at the end of September, 27,112 SMC members (M/19,975, F/7,137) from 4,683 schools have been trained. The training is still ongoing in the 60 Cohort 1 Districts, with an expectation of at least another 100 schools to be added.[1] Training participants include: Chief and Elders, Teacher Representatives, Head teachers, Religious group Representatives, District Assembly People, Unit Committee Representatives, PTA Representatives, Old pupil's representatives, Women's Representative and other coopted SMC members. In order to ensure that this training activity could be sustained, *Learning* followed the GES recommendation of providing participants with lunch and/or refreshments, with no reimbursement for travel and transportation.

Initial feedback signals that SMC members are responding positively to the trainings, gauging from their attendance at the three-day workshop and from the level of participation and involvement in the workshop activities. For many, the information imparted in the workshops is new knowledge, even after many years of serving as SMC members. Many have requested certificates to attest to their participation in these trainings.

Based on early observations, the training of the SMCs has the potential to transform SMCs into a more responsive structure to school needs and further make them agents for promoting a sustainable culture of reading, inclusiveness and gender participation in primary schools. SMCs, in their full operational mode, have the potential to continuously be the rallying point for community mobilization and engagement for all school activities.

A full report on the training and pre-post evaluations is being produced by the GIMPA consultants and will be available for review in November/December 2016.

322: District Reading Grants are used effectively by "performing" districts to help promote reading and improve related basic education management practices.

In the Year 2 work plan, District Reading Grants (DRGs) were scheduled to be issued as *Learning*'s effort to mimic the implementation of USAID's Government to Government (G2G) assistance to the MOE/GES in support of early grade reading. This was a strategic decision to help *Learning* identify and address the areas of strengths and weaknesses in financial and programmatic management at the national and district levels, in preparation for USAID's goal to issue G2G funds to the MOE/GES in Years 4-5.

To better understand USAID and the MOE/GES' experience with G2G strategies and practices, *Learning* conducted an analysis of G2G readiness in Ghana. In relation to the District Reading Grants, the following recommendations were made:

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[1] While *Learning* had targeted 4,200 schools based on EMIS data from the MOE/GES, the actual number of schools in the targeted districts far exceed the reported number. It is being learned that in some cases, a school building can house 2-4 "streams" each being considered a school with its own Head Teacher and teachers. This finding is being considered in the data needed for future teacher training and other interventions.

Develop the DRGs to fund 10-20 District Reading Action Plans (DRAPs). These plans could serve as the basis for future G2G funding by Year 3 by doing the following:

1. Utilize GoG systems to implement the program. Rather than issuing funding directly to District Assemblies or District Education Offices, *Learning* should make GES HQ the recipient and have the funds flow down to the district level. USAID/Ghana has expressed a preference for its G2G activities to be structured in this manner and by using this model from the start *Learning* can increase the chances that USAID will begin financing DRAPs in Year 3.

2. Issue Fixed Amount Awards instead of Cost Reimbursable Grants. Cost reimbursable grants may allow for greater flexibility during implementation, but past experience has shown that the compliance burden is too great for District authorities and requires several deviations from GES's standard policies and practices. FAAs are more easily implemented using GES systems while still allowing for the kinds of activities likely to be found in D-RAPs.

3. Tailor the pre-award assessments at District-level based on issues consistently identified in USAID's Stage 2 Risk Assessments. While the 10 Districts previously assessed by USAID may or may not receive District Reading Grants, *Learning* can tailor its pre-award assessments to focus on the issues that USAID is likely to flag in a G2G program and provide support to address those risks.

4. Stagger the program so that Districts manage one year of funding from *Learning* prior to receiving G2G awards. One hundred percent (100%) of Round 1 District Reading Grants would be issued by *Learning* in the first year. In the following year, the Round 1 Districts would transition to G2G awards with another cohort of Districts awarded funds by *Learning*. See Table below.

	FY 2017	FY 2018	FY 2019
Learning	20	20	20
USAID G2G	0	20	40
Total	20	40	60

This approach offers two distinct advantages. First, it ensures that Districts receive one full year of support and assistance from *Learning* before transitioning to a G2G program. Second, it allows *Learning* to set up an appropriate District support system that USAID may still utilize as the balance shifts away from direct implementation by FHI 360.

The approach to using the District Reading Grants Program as a way to move performing districts to G2G funding has been presented to representatives of the MoE/GES and refined further using their input. After securing buy-in from MoE/GES, formation of a technical working group comprised of representatives from MoE/GES, USAID and *Learning* has begun and will be finalized in the coming quarter. As design of the grants program continues, a mechanism for structuring the grants and channeling funds to the district level, which will utilize fixed amount awards, has been identified. The next steps rely on concluding the design process with the technical working group and engaging candidate District Education Offices.

The implementation of this strategy lagged behind due to the delays in the completion of the G-RAP and its acceptance as the direction to be used by the MOE/GES for a long-term sustainable response to early grade reading improvement in Ghana. The plan to use the D-RAP/DRG strategy to create the enabling environment for the implementation of the "Simple View of Reading" and to provide incentives for districts to take ownership of a plan for improvement will be implemented as part of the Year 3-5 plan.

323. GES School Report Card program is improved and expanded

In order to pursue *Learning*'s intended goal to improve and expand the use of the School Report Card (SRC), several strategies were undertaken to deepen the understanding of the situations that enhanced or hindered the implementation of the SRC. Fact-finding about the SRC and its use were carried out in *Learning*'s Baseline Study and Gender Analysis, and in SRC Community Dialogues in 10 different communities across the 10 regions. Intense participation in the piloting of the mSRC implemented by UNICEF provided additional insights into the issues surrounding the use of the SRC as a management and community accountability tool. And, in order to ensure that the SRC was reviewed in light of other data collection systems of the MOE/GES, *Learning* initiated and managed a Technical Working Group on the integration of EMIS, SRC, mSRC, and EDUNET.

Based on these activities and their findings, *Learning* makes the following recommendations for how to move forward with the implementation of an SRC strategy that considers scale, cost-effectiveness, and sustainability:

1. ***Revise the SRC School Data Capture Format (SDCF) to Complement the EMIS Questionnaire.*** Schools need actionable data on pupils' performance on an ongoing basis to help teachers know how to tailor instruction to address pupils' academic challenges. Critical pupil performance information (e.g. reading and numeracy) is currently not captured on the SRC SDCF, which limits the ability to examine pupils' achievement levels. Further, the EMIS questionnaire and the SRC School Data Capture Format contain duplicate variables, inconsistent definitions and terms, which all result in data redundancies. The following recommendations are proffered: 1) the Annual Status of Education Report (ASER) can be used as a diagnostic tool to assess pupils' reading skills – letter/sound knowledge, word reading, sentence reading, and paragraph reading and aggregated scores can be included in the School Report Card; 2) there is a need to collaboratively review and harmonize the variables/indicators that are currently captured in the EMIS and the SRC. Data rationalization to synchronize the data points that are captured in the various tools is recommended. Key questions that need to be addressed are: Data for whom (community, school, district, and national)? Data for what purpose? And at what frequency?

2. ***Revisit the Purpose of the School Report Card***: The SRC has been primarily understood as a school management tool specifically for the head teacher, teachers and circuit supervisors. The component of the SRC as a community mobilization tool has been ignored, thereby denying the involvement of the community in the school improvement process. As *Learning's* research shows, many critical stakeholders including teachers, head teachers, SMCs/PTAs have not actively participated in the collection, analysis, interpretation and the usage of the SRC in making decisions to improve schools. To address these challenges, the following are proposed: 1) increase community dialogues with an emphasis on SRC as an accountability tool to enhance community mobilization; 2) the *Facilitators' Guide for High Performing SMCs* should be reviewed to emphasize SRC as a community mobilization tool for school improvement; 3) capacity building should be organized for teachers, head teachers and circuit supervisors on the SRC processes with an emphasis on the utilization of the SRC information for school improvement; 4) Colleges of Education should incorporate SRC into the teacher training curriculum.

3. ***SRC Feedback to the Schools and Communities (SPAM/SPIP):*** SRC feedback from district education directorates to schools is often delayed or not adequately shared with head teachers or teachers. In the same vein, SRC feedback from schools to communities, which is to assist in the organization of the School Performance Appraisal Meeting (SPAM) and the development of the School Performance Improvement Plan (SPIP), is not widely shared with community

members and parents. The following recommendations are proposed: 1) the Analysis Group at the school level should be strengthened and follow up discussions of SRC findings with other teachers should be institutionalized and effectively supported; 2) the SPAM should be organized with the SRC information as the basis for discussions and the data should be well packaged and interpreted to the understanding of the community members and parents and; 3) revise and simplify the current SPIP template to complement the revised School Report Card; 4) avenues such as durbars, town hall meetings, radio, etc. should be explored for discussing SRC information in order to widen the participation of the community in decision making.

4. ***Develop Sustainable Strategies for Mainstreaming the School Report Card.*** The SRC has historically been implemented under various projects with funding support from development partners[2]. These projects often lacked sustainable strategies (e.g. policy direction, funding, capacity both human and material) which has made it difficult to mainstream and scale up the School Report Card. It is proposed that the partners supporting the piloting and mainstreaming of the SRC should expedite a full costing of the pilot mSRC and an estimated costing for its scale up bearing in mind the budget constraints[3] of MoE and GES.

5. ***Identify Resources within the District Education Directorate (DED) to Facilitate the SRC Process.*** The District Education Directorate plays a significant role in the successful implementation of the School Report Card and the improvement of education quality. However, many of the DEDs lack the reach (e.g. transportation) and the resources (e.g. computers, printers, tablets, software, etc.) to implement the SRC process. To address these challenges, it is proposed that District Assemblies are engaged and trained to identify and seek external support from individuals, local businesses, philanthropists, and other sources to support the SRC process in the District Education Directorate.

6. ***Provide Capacity Building Opportunities for SRC Administrators.*** The SRC as a tool for accountability will require reliable, timely, and accurate data and will demand for more qualified staff with the appropriate competencies to manage the SRC process - data collection, analysis, interpretation, reporting and utilization of data for decision making. However, there is a lack of adequately qualified and committed staff to process the SRC at the District Education Directorate. There is also high attrition of trained staff due to transfers, resignations, and promotions. To address these challenges, the following recommendations are made: 1) the statistics and planning units of the DEDs should be strengthened by providing the necessary human and material resources to the unit; 2) the technical staff of the statistics and planning unit at the DEDs working on the SRC should be given continuous training to update their skills and knowledge on the SRC processes; 3) Lastly, in order to maintain such staff, data management should be considered as a critical competency area in the GES job structure.

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[2] In 2010, the SRC was funded by USAID and covered all of the districts, however, but could not be sustained because of funding. As a strategy to collect data for school improvement, SRC was implemented by GPEG but limited to 75 districts. UNICEF, piloted the mobile SRC in 3 districts with the aim of expanding to 20 districts. Learning also intends to scale up the SRC in 165 districts.

[3] Over 78% of the total education budget goes to salaries; only 17.2% goes towards goods and services (Education Sector Performance Report, 2014)

The Information Systems Unit of FHI360 Home Office conducted a cost analysis for the scale-up of the mSRC, which concludes that the costs of implementing an mSRC program at scale would be exorbitantly high due to a series of conditions in Ghana, including the ones cited above.

In the last quarter of this year, these findings were to be presented at the Technical Working Group meetings with the MOE/GES, which have grounded to a halt, largely due to lack of agreement between the agencies of the MOE and GES on the direction they would like to take pertaining to these data collection and use systems. However, the six recommendations are being integrated into the G-RAP document and the D-RAP processes, which will be undertaken in the Year 3 Work Plan.

A full report, including the costing of a scaled-up mSRC, will be available separately in November 2016. *Learning* plans to engage the MOE/GES on the findings of these analyses in order to help them to make decisions about the future of the SRC and the mSRC.

2.1.4 Monitoring, Evaluation, and Learning

The overall focus for Year 2 was to ensure effective coordination of the various research studies, monitor the implementation of interventions identified by the various components of the *Learning Activity*, effectively coordinate the dissemination of results, and ensure that the findings of the various research and monitoring activities fed back into further planning and designing and/or adjustments of interventions. The specific strategies for achieving this objective are presented in the *Learning's Activity* Monitoring and Evaluation Plan (AMEP). The following sections present key accomplishments during the period under review.

520-01 Hold weekly M&E check-in meetings between HQ and field-based staff
The FHI360 Headquarters MEL team continued to play a vital backstopping role in the development and the ongoing implementation of the monitoring and evaluation system of the *Learning* Activity. To this end, a weekly check-in meeting was instituted to enable the MEL teams to regularly discuss and provide updates on the progress of implementation of the Activity Monitoring and Evaluation Plan (AMEP). *Learning's* collaborative efforts with the FHI360 Headquarters' research team involved development of research designs and strategies to enhance monitoring of ongoing interventions. Strategies to track fidelity of implementation of the various interventions, which have been evolving alongside the implementation, strongly feature in the various deliberations especially related to the INSET training, distribution of the supplementary readers, the SMC capacity building training, implementation of the annual reading festivals, and the Math Pilot.

520-02 Coordinate M&E activities with *Evaluating Systems* & *Testing* through regular meetings
Learning organized several meetings with *Evaluating System* (*EvalSys*) to discuss issues related to *Learning's* impacts evaluation and the formation of the Basic Education Research Group (Group).

Impact Evaluations: This year, *Learning* and *EvalSys* have collaborated to determine the focus and methodologies of the three impact evaluations, which *EvaSys* is mandated to carry out under the Partnership for Education (PfE). On June 27-28, at the invitation of USAID and *EvalSys*, the two Activities met to arrive at decisions about the impact evaluations. *Learning* gave presentations on the Math Pilot, on the reading interventions (Reading Fundamentals 1 and 2), and on teacher rationalization—a study requested by the MOE/GES in its efforts to improve its teacher recruitment, retention and deployment policies and practices. The participants brainstormed key research questions and discussed methodological questions about sampling and timing of the impact evaluations and the study.

EvalSys produced a report and identified future steps. With the directive from USAID to refocus the *Learning* activity on the implementation of USAID's "Simple View of Reading," future discussions about the impact evaluations and the study will depend on the approval of the *Learning* Year 3-5 Work Plan.

The Basic Education Research Group (BERG): Learning and *EvalSys* share a research dimension to their work plans and mandates. Both Activities also share the same MOE/GES counterparts on the research agenda. After several meetings between *Learning* and *EvalSys*, it was agreed that *EvalSys* would take the lead with the support of *Learning* to ensure synergies in the activities and cost effectiveness. The formation of the BERG was initiated to create a sustainable platform for identifying and ensuring implementation of basic education research agenda in Ghana and to promote evidence-based decision-making through policy research on key thematic areas of the basic education sub-sector, especially reading. With the participation of CRDD and approval of the Director General of GES, TORs were crafted for the BERG, including its purpose, membership, and operational mode. The BERG was inaugurated in September, 2016.

522-01 Monitor implementation or progress on all *Learning's* activities and provide feedback based on strategies specified in the AMEP (production supplementary materials, revision of NALAP materials, math pilot, participant tracking for all meetings, workshops, fairs, e-reading materials etc.)

One key focus of *Learning's* Monitoring, Evaluation, and Learning (MEL) Component is to rigorously gather relevant data in an ongoing manner on all activities to measure progress and create databases to ensure quality and reliable data is always available for planning and decision-making. In line with this focus, MEL continued to track the number of field activities and participants by gender during the quarter.

Gathering data for the teacher training

SMC Training activities

During the last quarter of the year, *Learning* organized 4-day SMCs' capacity building training workshops for a total of 4,687 schools. At the end of the September 2016, (which marks the end FY2016), a total of 27,112 SMC members had been trained (Male 19,975 and Female 7,137). Additional details of the training workshops are presented in the table below.

Details of Participants by Regions of the SMC Capacity Building Workshops

Region	Number of Schools	Male Participants	Female Participants	Total number of Participants	%Female
ASHANTI	1065	4,415	1,676	6,091	27.52
BRONG AHAFO	473	2,217	538	2,755	19.53
Central	457	2,393	612	3,005	20.37
Eastern Region	708	3,103	1,047	4,150	25.23
Greater Accra	441	894	876	1,770	49.49
NORTHERN	287	1,814	508	2,322	21.88
Upper East	202	1,308	459	1,767	25.98
Upper West	157	3,103	1,047	4,150	25.23
Volta Region	415	2,028	665	2,693	24.69

Details of Participants by Regions of the SMC Capacity Building Workshops

Region	Number of Schools	Male Participants	Female Participants	Total number of Participants	%Female
Western	478	956	442	1,398	31.62
Grand Total	**4,683**	**19,975**	**7,137**	**27,112**	**26.32**

One of the notable achievements of the SMC capacity building activity relates to the fact that the 60 beneficiary districts were able to organize over 4,600 SMCs to participate in the training workshop. Female representation on the committees was, however, observed to be a major challenge during the workshops. As shown in the table above, only 26.32% of the SMC members who participated in the training activities are females. Though *Learning* advised the beneficiary districts to revamp their SMCs in order to qualify for the capacity building training, based on the results of the *Learning's* baseline and School Mapping studies, which showed that only 3.1% of the SMCs in the targeted districts were active at baseline, this did not translate to equal or equitable representation of females on the committees. It is, however, the expectation of *Learning* that enough awareness should have been created through the workshops to urge the beneficiary communities to reconsider the level of female participation in their future nomination of SMC members.

525-01. Carry out 4 research studies as detailed in the AMEP

Learning made some adjustments in the number and focus of research studies originally detailed in the AMEP. The decentralization, Reading Pedagogy, and costing of INSET System were dropped because they were either observed to be closely linked to the impact evaluations on *Learning* interventions by Social Impact, or identified to be less beneficial compared to other focus areas that emerged. The Language Mapping was retained and one new study was introduced: Community Trust in the School System.

Language Mapping: In the effort to better understand the actual language situation affecting the ability of the MOE/GES to implement the existing and revised language policy, the Year 2 plan had made provisions for carrying out a school-based survey of all the schools in *Learning*'s 165 Districts to present a more accurate picture of the languages in use by teachers and pupils. During the third quarter of the year, University of Education, Winneba (UEW) was engaged to carry out the Language Mapping exercise.

Learning seized on the opportunity to learn about the language situation in the Snap Shot Study that was conducted to better understand the current literacy practices in a sample of 30 schools and integrated questions about language use and attitudes towards mother tongue instruction. The language-related questions of the Snap Shot Study focused on the following questions:
   a. What are the dimensions of language match issues in early grade classrooms in Ghana? How can these issues be conceptualized and measured?
   b. How do teachers currently teach reading in P1 and P2 under different language match conditions?
   c. Exactly what teaching and learning materials are available in the classroom and what languages are they in?
   d. What are teachers' attitudes towards teaching reading and use of different languages under different language match conditions?

The results of the Snap Shot study have further informed the content and design of the Language Mapping, whose first phase of 60 districts is scheduled to begin in November.

Community Trust in Education: The analysis of Year 1's baseline data related to Component 3's indicators suggested that perhaps the dysfunctionality of school/community management structures such as the SMCs and their related processes of SPIPs and SPAMs can be attributed to a certain lack of trust in the efficacy of public schools to teach children. The focus of the Trust in the School System study was intended to explore what Ghanaians actually think about the Public Basic Education in Ghana. The key research questions were as follow:

a) To what extent are community members confident in their local government school and the Ghanaian school system at large?
b) What are the community-level and cultural factors that affect children's participation in the government school system?
c) What is the role of local language teaching vs. English teaching in community-level support for the government school system?

The study on _community trust in the school system_ is expected to inform further enhancement of Component three's community level interventions aimed at improving transparency, accountability, and active community participation in school management and reading initiatives.

523-01 Co-develop the strategy for providing monitoring and evaluation capacity building support for Regional and District Education Offices with Testing in collaboration with all _Learning_ stakeholders

A key focus of _Learning_ is to build the capacities of the Regional and District Education Offices (REOs and DEOs) to effectively track the results of their reading improvement and other academic activities. Though each of the education offices has a statistics unit and collects data periodically, these have not been rigorously organized to effectively inform decision making at all levels. During the year under review, a number of meetings were organized with Testing about extending the National Education Assessment Unit (NEAU)/Research Triangle International (RTI)'s model of assessing learning outcomes through District Quality Monitoring System of Education (DQMS-E), to all of the 165 targeted districts. DQMS-E involves the use of simplified school-level assessment strategies to measure pupil and teacher performance at the school level and employ basic analysis to compute values of various indicators identified by targeted or beneficiary District Education Offices (DEOs).

The DQMS-E system is currently being piloted in the Greater Accra Region. Though the government is yet to fully evaluate the impacts of the activity, various actors of the Ghanaian education systems have clearly shown interests in replicating the system across the country. _Learning_ is currently working in collaboration with _Evaluating Systems_ (implemented by Social Impact), _Testing_ (implemented by RTI in collaboration with NEAU) to develop strategies for extending the systems to other parts of the country. The system will provide the targeted DEOs with the basic skills to conduct assessments on quality indicators, including teacher and pupil performance assessments, to inform decision-making. Data on education quality has been observed to be lacking in most of the districts targeted by the _Learning_ Activity.

522-03. Collect, analyze, and report on baseline data on OTL and School (SMC/PTA) management performance assessment

Ongoing reflection and learning is core to the successful implementation of development activities. Continuous Learning Cycle (CLC) demonstrates FHI 360's overall approach to learning. The CLC is a formative, continuous cycle of data collection and feedback to ensure that interventions are relevant and responsive to the needs of stakeholders, that assessments and reflection are ongoing during implementation, and that learning is applied and institutionalized for program improvement. _Learning_'s Activity Monitoring and Evaluation Plan (AMEP), requires the Activity to conduct an annual assessment of performance and progress toward the targets set for the various indicators of the Activity and to

understand the extent to which the intervention strategies are influencing reading outcomes. In connection with this, *Learning* conducted data collection at the end of each fiscal year school year, which commences in October and ends in September. *Learning* works closely with the MOE/GES to conduct primary data collection in a sample of 200 primary schools. The goal of this data collection is to understanding some of the key factors that are most likely to influence reading outcomes, collect data on school-level *Learning* indicators, and gather information that can further inform the design and implementation of activities. This monitoring and formative evaluation activity uses a non-experimental design, with no control groups.

Learning started its annual data collection for the FY2016 in September and this was expected to be completed during the first week of October 2016, which falls within the first quarter of FY2017. Prior to the data collection exercise, *Learning* conducted a 4-day Data Collectors' refresher training workshop which started from September 13 and ended on September 16, 2016. Field data collection which was expected to span, at least, three weeks, followed immediately after the Data Collectors' training. *Learning*'s annual data collection activities have been designed to involve a nationwide pool of enumerators, largely drawn from the ranks of District Education Officers (DEOs), who are annually trained to conduct the data collection, with the goal of building the capacity of system-level actors to conduct this kind of data collection for their offices in the future.

It is worthy to note that the *Learning's* FY 2016 data will be analyzed alongside the baseline data which was collected at the end of FY 2015. *Learning* conducted the baseline study to understand some of the key factors likely to influence reading outcomes and to establish benchmarks for assessing the effectiveness of the *Learning*'s strategies and/or interventions. The FY2016 annual assessment data, when analyzed alongside the baseline data, will provide an opportunity to better understand the performance trends within the education system, even before *Learning* rolls out its reading improvement activities. The report will summarize the methodologies, findings and recommendations related to *Learning*'s Component 1, which concerns teaching and learning in KG-P3, and Component 2, which concerns classroom and school level management data including time-on-task, teacher attendance, and availability of teaching and learning materials. Full reports of these assessments will be submitted by the end of the first quarter of FY 2017.

2.1.5 Management and Operations

421: Staff are recruited in all of the components and are prepared to co-lead and manage the activities of the work plan.

Recruitment: In Year 2, *Learning* successfully recruited 79 full-time staff needed to implement the activities of the work plan. Regional staff were in place by May 2016, and the national staff needed for each component were in place by June 2015. Changes in two key personnel positions—Senior Reading Specialist and Senior Capacity-Building Advisor—created challenges in the implementation of Components 1 and 2. By September, however, the Senior Reading Specialist had been replaced and she began her tenure in October 2015. The Senior Capacity-Building Advisor (SCBA) position was transferred to FHI360 when GIMPA could not produce a viable candidate for the position. The newly-recruited SCBA assumed his role place in January 2016.

British Council, one of the main partners of *Learning*, decided to withdraw from the partnership due to incompatibilities between their audit rules and those of FHI360. The English Language expert that was hired by British Council was rehired by FHI360 to provide continuity to the activities for which he was responsible.

Learning recruited Dr. Stephen Adu, the former Deputy Director of GES, as a consultant to Component 2 and 3 and Mr. Christopher Hammond as a consultant to cover for the Component 3 lead during her maternity leave.

Throughout the year, *Learning* has worked with six National Service Personnel (NSP), who provide invaluable support to the implementation of the Components' activities. They are treated as staff and enjoy all the benefits of training and staff activities. Indeed, one of the NSP from the cohort of Year 2 was retained as a staff member in IT.

Training: As a follow-on to Year 1, a second three-day training workshop was held to support *Learning*'s staff and MOE/GES partners to develop an HICD (Human and Institutional Capacity-Building) approach to performance improvement, and to enable each component to operationalize the approach by developing a Performance for Results Plan (PRP) for capacity-building activities in the Year 2 work plan. Over 75 participants attended the workshops and certificates of participation were issued to each for the successful completion of the training.

The senior team of *Learning* and its implementing partners and the MOE/GES also benefitted from a fraud training by USAID Special Agents from the Office of the Inspector General, which emphasized fraud as deliberate deception to secure unfair or unlawful gain, deception whereby someone knowingly makes false representation or claim, for instance on travel expenses, use of official car for unofficial purposes, or they fail to disclose information, or they abuse a position. Other USAID training activities in which *Learning* staff have participated include: the use of USAID's AIDTracker for the Monitoring and Evaluation, and workshops on writing Success Stories.

National staff participated in ongoing trainings offered by FHI360's Contracts and Management Services on diverse topics related to contract management, such as monitoring sub-awards, writing good program descriptions, competition requirements and restricted eligibility. These trainings are well attended by *Learning* staff and provide core knowledge about contract management tied to USAID rules. This builds the capacity of local staff that they can apply to *Learning* and beyond.

422: National and regional offices are established and are functional.
By October 2015, the beginning of Year 2, *Learning* had fully moved into its new office spaces, and staff were settled into their new environment. Throughout the year, *Learning*'s conference rooms were used by *Learning* staff, MOE/GES and USAID Partnership for Education partner meetings. All ten Regional offices received some refurbishments to accommodate the 4-member *Learning* team. Office equipment were successfully procured and delivered. By the end of FY2016, the national and regional offices were fully functional.

Ten (10) vehicles for the *Learning* regional offices and (5) for the national office were procured. Vehicles were equally procured for the three Autonomous Boards—NIB, NTC, and NCCA—to support their work with *Learning*. After considering the request of GES and the MOE to obtain vehicles to support their movement around the country to monitor the work of *Learning*, the Year 2 plan made provisions to procure 2 more vehicles, which are in the final stages of the procurement process.

423: Planning, reporting, and budgeting activities are organized and produce quarterly and annual plans and reports.

In Year 2, *Learning* developed reporting mechanisms that enabled the national and regional staff to be in dialogue about the implementation of the activities. A Sharepoint site was created and a template for

weekly reporting was developed and used throughout the year. This information was used to produce quarterly reports and success stories, and to respond in a timely way to USAID's request for information in preparation for their site visits in the regions.

This year, only two formal planning and reporting meetings were held, largely due to the plethora of activities and efforts to save costs. In their place, activities which brought the full team together, such as the HICD workshop, were expanded by a day to accommodate planning and reporting purposes.

Quarterly reports were submitted to USAID, albeit at times, beyond the deadline due to delays in the submission by the team and to the poor quality of the reports. Efforts are being made to improve the quality. Adapted versions of the annual plans and quarterly reports were shared with the MOE/GES POCs.

Learning successfully introduced mobile money to pay all participants attending *Learning* events and workshops. This development has significantly reduced the tensions experienced in the field when participant payments were being made. This also provides *Learning* with an important database of those participating in the activities and makes counting these participants more accurate.

424: MOE/GES grants financing and support mechanisms are developed and implemented.

This year, *Learning* was able to fully implement the In-Kind Grants to GES, MOE, NIB, NTC, and NCCA. This mechanism allows for the MOE/GES beneficiaries to be fully involved in the implementation of *Learning*'s work plan activities. In order for an activity to take place, Terms of Reference and activity budgets are produced and approved by the designated MOE/GES POC, before the signature of the COP. This mechanism, combined with *Learning*'s approach of deep engagement with the MOE/GES, has succeeded in giving the MOE/GES counterparts a sense of ownership of the activities.

Learning plans to produce a financial report to provide to the MOE/GES counterparts on the budgets and expenditures of this year's grants. This step will close the loop on the use of these grants to ensure that the MOE/GES's leadership and participation in the management of *Learning* activities is properly represented at a technical and budgetary level.

425: Develop a PPP plan to raise funds in-kind or in cash to reach a $1m goal for years 1 and 2

This year, the Public Private Partnership (PPP) Manager was hired. He was mandated to quickly produce documentation on existing cost-share opportunities and a plan for raising the $7.9 million over the next 3 years. In Quarter 4, *Learning* was able to post a contribution of $52,942. It represents contributions from National Service Personnel, book donations from publishers and a laptop donation from a vendor. Next quarter, cost-share from GES rental spaces in the regions (offices), districts (storage of supplementary readers) will be posted as the documentation was not completed before the writing of this report. In addition, the process to structure a PPP relationship that was started with NADEF, the foundation of the Newmont mining company, was initiated and is being further refined under the PPP plan.

Developing a PPP plan: When the new PPP Manager came on board in May 2016, meetings with each component lead were held to identify likely candidates for fundraising and cost-share opportunities. Suggested activities identified were the reading festivals, book donations and supply of supplementary books, Mother Tongue Dialogue Cafes, the EDUNET, and Mobile SRCs. Community mobilization activities

by diverse organizations in the communities were also identified. These suggestions are shaping the strategy and the requests for approaching potential donors and contributors.

Building on the existing cost-share plan submitted to USAID by FHI360, ideas for new activities were developed to achieve PPP/Cost Share targets. Specific objectives were laid out and strategies to meet these were also identified. The first objective is to generate desire and grounds for the private sector, both individuals and corporate, to take action on the *Learning* goals. The strategies are to package *Learning* and its various activities and to adopt communication messages to make the goal of early grade reading a compelling mandate for key funders and contributors. The second objective is to broaden *Learning*'s reach and touchpoints. The strategies to meet this objective are: 1) appoint ambassadors/advocates for *Learning* and the G-RAP national communication campaign; 2) conduct fundraising events: 3) engage the media directly for support; 4) reach out to business associations; and 5) solicit donations directly from the public.

The PPP Manager developed a list of potential corporate bodies that could be approached to support *Learning* with funds or in-kind contributions. Included in this list were Ecobank, OLAM Ghana Ltd, MTN, Vodafone, NDK Financial Services, Coca Cola, Unilever, Tullow, Kasapreko, Airtel, Goil, Union Savings and Loans Ltd and Barclays. While corporate support to various causes is common practice in Ghana, the recent economic difficulties resulting from the energy crisis have made companies hold back. There is also a 'sponsorship fatigue' phenomenon as thousands of requests for support for all manner of activities are directed towards the few seemingly 'buoyant' firms, hence stretching their resources to the limit.

The strategy to engage with companies as potential partners is underway. The Cocoa Partners Foundation(CPF), has agreed in principle to support and collaborate with *Learning* on a number of activities. These include Reading Festivals, Mobile Libraries, Reading Clubs, Supplementary Reading Materials and others. And a meeting with Vodafone is also scheduled for October 7, 2016. Other similar engagements are being arranged.

PPP Working Group. At the request of the MOE, *Learning* is planning to provide them with support to develop sustainable PPP strategies. A PPP Working Group, chaired by the Ministry of Education, has been developed and is poised to hold its maiden meeting in November 2016. The TORs have been developed and approved, and the MOE has sent out letters to members and is awaiting feedback. *Learning*'s PPP strategies, plans, and contributions will be vetted and shared with this group to ensure alignment and to help the MOE consolidate a relationship with these partners beyond the tenure of *Learning*. One such example of

Networking and broadening the base: *Learning* has participated in the meetings of the SDG Philanthropy Platform, an initiative supported by the Ford Foundation, Conrad Hilton Foundation, and the Mastercard Foundation, to explore the role of philanthropy in international development. The COP was subsequently invited to serve on the Advisory Group of the Platform and has attended, with the PPP Manager, a meeting to identify opportunities for philanthropic support in the areas of education, WASH, and youth.

Learning, along with three MOE/GES counterparts, attended and presented at the first Indigenous Philanthropy Forum, organized by the Oxford Research Group in June 2016. The event aimed at bringing different organizations and individuals under one umbrella to dialogue on the importance of the role of indigenous philanthropy and Corporate Social Responsibility (CSR) in national development. This event

provided insights about the companies which are serious about CSR and how to approach them with proposals.

The SDG Philanthropy Platform and the Philanthropy Forum provided important insights and openings to the world of philanthropy and how it could potentially be tapped as a partner, thus removing the burden from the traditional corporate world.

426: A communication plan to ensure internal and external communication is developed and implemented

Learning implemented diverse communications activities in Year 2. These included:

- *Branding:* Materials for events and meetings were branded for visibility and easy identification. Publications to support *Learning*'s communication activities were additionally branded and the process is ongoing. The 4,230,000 Supplementary Readers procured for all Public Primary Schools in Ghana were branded, and the boxes being procured for the Supplementary Readers to all 216 districts are being branded. All 18 vehicles purchased were labelled according to the *Learning*'s branding specifications. Events such as the Reading Festivals, Launch for the distribution of the Supplementary Readers, as well as the materials produced for events were all branded to conform with *Learning* Activity and MOE/GES branding.

- *Development of a SharePoint site*: Working with the FHI360 Home Office, a SharePoint site was developed to facilitate the sharing of documents between and among the staff. Weekly reports from the regions are posted on this site, as well as all project documents, including success stories. This site allows all of the *Learning* staff and Home Office backstops to have access to project documents.

- *Process Documentation:* Footage of events have been captured and uploaded on the SharePoint; in collaboration with the Global Media Alliance (GMA), an Events Management Firm, the Reading Festivals and the Launch for the Distribution of the Supplementary Readers have been documented and shared with key stakeholders. The first "Mother Tongue Dialogue Cafés" held in Tamale on October 2, 2015 to engage stakeholders to buy in to the idea of reading in the Ghanaian Languages and English was also documented. Media clippings on and related to *Learning* Activity were captured, shared and documented; and 12 subjects on various activities were identified, documented and produced as Success Stories for the year.

- *Development of a monthly calendar and media sites*: *Learning* produces a monthly calendar of the events that is shared with USAID, MOE/GES and the *Learning* staff. WhatsApp sites for different working groups have been created for quick time information sharing among staff and MOE/GES counterparts.

- *Engagement of the Public Relations Officers of the MOE/GES*: Early in the fiscal year, a meeting was held to orient the Public Relations Officers (PRO) of the MOE and GES from the national and regional levels on *Learning* and its goals, and to enlist them as advocates and communication partners. The PROs are communicating about *Learning* at the national and regional levels across the country. Media clippings and links, which highlight *Learning* activities are sent out regularly to stakeholders.

- *Development of Success Stories and write-ups for USAID*: Three success stories were developed for each quarter, representing the activities of each of the three components. The process of

producing the success stories involves the staff from the regional offices in the selection of good success story candidates and providing the evidence that make them so. The success stories were used as communication products and shared with key stakeholders. In addition, *Learning* is contributing brief write-ups of events to the USAID communication platform.

- *Development of a Website*: A framework for hosting and managing a *Learning* website has been developed in collaboration with FHI 360 home office staff. The website, which will be used to share information about all *Learning* activities with the public and stakeholders, will also serve as one of the PPP platforms for fundraising.

- *Developing the communication campaign of the G-RAP*: An advocacy campaign in support of the G-RAP's goal to improve early grade reading excellence was initiated this year through the selection of a communications firm with deep experience in social and behavior change advocacy. The campaign is intended to win the hearts and minds of the Ghanaian public about the benefits of reading in Ghanaian languages and English as a strong foundation for educational excellence in Ghana.

2.2 Implementation Issues

Throughout the component reports, challenges encountered and their solutions were identified. In this section, we will capture the other cross-cutting challenges that affect the smooth implementation of *Learning.*

- *Remuneration for participation and Perdiem Issues*: *Learning*'s strategy for building sustainable innovations involves the extensive engagement of Ghanaian expertise from diverse parts of the educational system—MOE, GES, Autonomous Boards, Universities, Colleges of Education, and other stakeholder groups—to design and implement the programs. Some GES staff have expressed the expectation that they should be paid for their work with *Learning* and others in leadership positions expect "sitting fees" for attending meetings. They feel that the work that they are performing for the project is beyond their normal scope of work and thus should be paid as consultants for the body of work. This often has an adverse effect on participation. In addition, *Learning* follows the perdiem and travel and transportation policies of USAID, which are often contrasted with those of other donor practices. The government counterparts often chase after the situations that are most advantageous for them individually, causing upsets in our planning and implementation of activities. It would be helpful for donors to use a harmonized set of practices and rates that are aligned to the Government of Ghana rates and that could better facilitate the cost-effective participation of stakeholders in USAID's activities.

- *Pressure to support operational costs at the Regional Education Offices*: Inadequate government funding to GES results in pressure on *Learning* to resource the GES in support of routine costs such as electricity, water, fueling of vehicles, paper and other consumables. Given that *Learning* has one office in the Regional Education Offices, an agreement was reached to provide some support for the utilities. However, implementation of that recommendation has been slow due to the inability of the REOs to produce the bills and the recognition by *Learning* that even if we were to pay a proportional amount, the inability of the REO to find the rest of the money to pay the bills would result in the non-payment of the bills. In Year 3, we will pursue this issue further and try to find a solution with GES.

- *Operating in a system that is unstable due to the delays in decentralization*: The delay in the passage of the Education bill to decentralize the education system has important implications for the work of *Learning* in that the roles and responsibilities of the MOE, GES, the Autonomous Boards, and the Districts, and the REOs are at times confused, leaving space for individuals to exert influence over decisions, at best. At worst, *Learning* has often found itself in a situation where decisions are delayed or are not made due to the lack of clarity of roles and responsibilities. An example of this is described in Component 2's report on the proposal to reduce redundancies in the data gathering systems of EMIS and SRC and to provide an EDUNET solution. The work done by *Learning*, *Learning Supports* (UNICEF), and *Evaluating Systems* is at a standstill due to a lack of leadership and disagreements between individuals in the MOE/GES. We believe that once the Steering Committee for the USAID Partnership for Education is in place, it could help to clarify some key roles and responsibilities relative to *Learning*'s deliverables.

3. STAKEHOLDER INVOLVEMENT AND EDUCATION SECTOR PARTICIPATION

During the 2016 fiscal year, *Learning* employed various means to engage stakeholders (GES, MoE, Autonomous Boards, universities, Colleges Of Education, development partners, community stakeholders, and the private sector) to ensure their full participation in the activity. As reported quarterly, stakeholders are engaged in developing implementation plans and strategies; reviewing and validating products; planning and reviewing budgets; participating and contributing ideas in orientation activities and consultative meetings. The constant engagement builds a better understanding of activities, ownership and the eventual sustainability of activities. The engagement also enables the stakeholders to apply their analytical/problem-solving skills, conflict resolution skills, and design/development experience to bear on the activities. The total number of stakeholder engagement events organized directly by *Learning's* Head Office increased from 114, recorded at the end of last quarter (Y2Q2), to 216 at the end of September 2016 (Y2Q4).

Since January 2016, when *Learning* completed the set-up of the Regional *Learning* Offices, the Regional *Learning* Teams have conducted 245 field non-training activities.

Table 1: Regional Level Non-Training Events by Activities and Sex

Region/Quarter	# of Field Activities	Males	Females	Total Participants
Ashanti Region	**27**	**643**	**654**	**1298**
Y2Q2	14	192	216	409
Y2Q3	13	451	438	889
Y2Q4	0	0	0	0
BRONG AHAFO	**13**	**206**	**514**	**720**
Y2Q2	8	129	376	505
Y2Q3	5	77	138	215
Y2Q4	0	0	0	0
Central	**45**	**1,205**	**1,327**	**2,532**
Y2Q2	26	153	274	427
Y2Q3	19	1052	1053	2105
Y2Q4	0	0	0	0
Eastern	**15**	**371**	**109**	**480**
Y2Q2	15	371	109	480
Y2Q4	0	0	0	0

Greater Accra	**12**	**275**	**361**	**636**
Y2Q2	4	62	68	130
Y2Q3	8	213	293	506
Y2Q4	0	0	0	0
Northern	**6**	**212**	**122**	**334**
Y2Q2	4	133	118	251
Y2Q3	2	79	4	83
Y2Q4	0	0	0	0
Upper East	**70**	**2,552**	**3,651**	**6,110**
Y2Q2	25	1529	2245	3776
Y2Q3	45	1023	1406	2334
Y2Q4	0	0	0	0
Upper West	**16**	**291**	**294**	**585**
Y2Q2	3	114	75	189
Y2Q3	13	177	219	396
Y2Q4	0	0	0	0
Volta Region	**20**	**750**	**1164**	**1914**
Y2Q2	9	582	1010	1592
Y2Q3	11	168	154	322
Y2Q4	0	0	0	0
Western Region	**21**	**300**	**490**	**790**
Y2Q2	7	103	285	388
Y2Q3	14	197	205	402
Y2Q4	0	0	0	0
Grand Total	**245**	**6,805**	**8,686**	**15,399**

As evident from the table above, a total of 245 non-training events involving 15,399 (6,805 males and 8,686 females) participants were conducted during the year under review. This includes SMC members, District Education Officers, Regional Education Officers, community members, Teachers, traditional authorities, Churches, Mosques, etc. The field non-training activities include community sensitization on *Learning* and reading, orientation for District Education for All Teams (DEFAT) members, community Dialogues on School Report Card (SRC), Sensitization of Parent Teacher Association (PTA) on *Learning* and reading, engagements with District and Regional Education Offices in planning of *Learning*'s events and/or interventions, and briefing of Education Directorates (REOs and DEOs) on the progress of *Learning*. Through these activities, the Regional *Learning* Teams created a considerable level of awareness amongst the various stakeholders of education on the objectives and expected outcomes of the *Learning* Activity as well as the need for all stakeholders to be involved in providing support for pupils to read with fluency and comprehension. During the last quarter of the year, all of the Regional *Learning* Teams were engaged in the implementation of SMC capacity building training activities and did not engage in any other sensitization activities.

In the subsequent sections, the analysis is based on only the events organized by the *Learning* Head Office. These are also related to non-training events organized to ensure relevant stakeholders are part of the ongoing planning and strategies development of the *Learning* activity. Key subjects of these engagement events or activities included supplementary reading materials, School Report Card (SRC)/EMIS/EduNet integration, Math Pilot implementation, review of *Learning's* work plan, syllabus and curriculum reviews, grants management, performance improvement planning, orientation, content development, development of solution packages, rolling out of SMC training plan, development of plans, materials, and strategies for Teacher training, etc. Further details of stakeholder engagement activities for the year are presented in the following table.

Table 2: National Level Non-Training Events Participants

Event Category	Trs_ Male	Trs_ Female	GES (Nat, REOs. DEOs)_ Male	GES (Nat, REOs. DEOs)_ Female	Autonom ous_ Male	Autonom ous_ Female	SMC/ PTA_ Male	SMC/ PTA_ Female	Total	hours
Conference	165	486	246	148	52	19	181	63	1,360	14
Consultation	1	0	191	58	22	9	202	69	552	21
Orientation	15	8	441	348	47	20	5	4	888	48
Planning/ Budgetary	1	0	31	13	5	1	1	0	52	13
Production	21	4	545	68	27	5	1	0	671	21
Review/ Validation	38	19	52	28	8	1	40	10	196	26
Strategies Dev't	24	28	195	170	52	11	6	2	488	72
Grand Total	**265**	**545**	**1701**	**833**	**213**	**66**	**436**	**148**	**4,207**	**215**

As shown on the Table 2, a total of 4,207 stakeholders were engaged on issues related to development and enhancement of *Learning's* interventions during the year under review (FY2016). Over 1,955 of these stakeholders, engaged for about 153 hours (representing over 71% of the total hours of stakeholder engagements), were involved in events directly related to development or enhancement of *Learnings* interventions strategies: (1) development of strategies; (2) review/validation; (3) production; (4) planning/budgetary; and (5) consultations. These engagements have provided a great learning opportunity for the participants and have enabled them to contribute a great deal of skills and knowledge to the implementation of the *Learning* activity including analysis and diagnosis, Design and development, Evaluation, problem solving, validation, conflict resolution, etc. For example, work groups, taskforces, and working committees' accounted for a total of over 75 hours of meeting to plan, review strategies and TORs, develop or review materials, etc.

3.1 Inter-Activity Collaboration

This year, *Learning*, *Evaluating Systems, Learning Supports,* and *Testing* have worked together to address areas of common interest and overlap in mandates.

- As captured in Component 2 and 3's report, *Learning* has worked with *Evaluating Systems* and *Learning Supports* to harmonize their respective efforts to improve the SRC, EMIS, and EDUNET. The three partners developed a proposal that has yet to be properly reviewed and approved by the MOE/GES.
- *Learning* and *Evaluating Systems* arrived at a set of decisions concerning the Impact Evaluations that will now be revised based upon the redesign of *Learning*'s interventions.
- MEL has worked with *Testing* to explore the implementation of the DQSM-E in *Learning* districts. The GALA assessment used by the DQSM-E has been integrated into the Year 3 Work Plan of *Learning*.
- Coordination meetings were held between *Learning* and *Evaluating Systems* to discuss operational issues and to harmonize respective practices in meeting costs.

4. CROSSCUTTING ISSUES AND USAID FORWARD

4.1 Gender Equality, Female Empowerment, and Vulnerable Populations

In Year 2, *Learning* continued to ensure that the implementation of its activities actively reflected gender and vulnerable population considerations. As a cross-cutting unit in *Learning*, efforts were made to ensure that constraints on grounds of gender, disability, illiteracy of parents or other social groupings that impact on the reading abilities of boys and girls, were addressed in the strategies and activities adopted by *Learning*.

Learning's efforts to mainstream genders and social inclusion in the design, implementation and monitoring of its activities are captured below:

- In activity planning and implementation, special attention was paid to the representation of the 3 specialized units (Girls Education, Special Education and Islamic Education). These efforts resulted in the selection of 8 Islamic schools and one school for the blind as participants of the upcoming *Learning Bee*.

- *Learning* was intentional about addressing issues of gender and vulnerable population in its major material development efforts for strengthening communities and school management structures in support of reading. Messages dedicated to gender, disability, and Islamic populations were used throughout the year to sensitize various community actors (the majority of whom were parents) to understand and change their perceptions and support these categories of children. Efforts were also put into attracting men to community sensitization programs. This was necessary because while the power required to change gender norms and practices lies with men, their participation in community events on early grade reading matters at the beginning of the reporting year was highly female dominated. Due to the measures put in place, the gender balance between men and women attending community mobilization was quite close with component 3 reporting 10,425 males and 10,938 females as participants.

- The *Facilitators Guide for High Performing SMCs*, which was used to train SMCs in Cohort 1 of 60 districts, included specific gender and social inclusion objectives, tips for facilitation, case studies and role-plays geared at changing attitudes and impacting knowledge and skills on how to address issues of representation of women and persons with disabilities on SMCs, and the SMC roles and strategies to create equal opportunities for improved reading performance for girls, children with disabilities, and Islamic populations were tackled in the Guide.

More specifically, the GES units on Gender, Special Education, Islamic Education were supported in the following ways:

- *Gender Education Unit*: After engaging with the GEU to identify areas of collaboration, *Learning* supported the Annual Girl's Education Summit by adding an additional day to their meeting in order to sensitize the Girl-Child Coordinators on *Learning*'s goals to improve early grade reading performance and enlist their commitment to support *Learning* at the regional and district levels. A focus was put on monitoring and evaluation, identified as a weakness for Girls Education Officers. *Learning* used the additional 2-days of the forum to address gender and social inclusion challenges to reading performance of girls and other vulnerable groups in the early grades. The M&E training then built on this knowledge to equip the 216 Girls Education Officers with basic concepts of M&E and how they apply to the *Learning* Activity and how to use data at the school level, including the SRC, relevant to the effective performance of Girls Education officers in supporting a drive towards

improve reading outcomes at the early grade. The officers who had limited knowledge on gender and social inclusion challenges at the early grade, completed the training with regional plans for community engagement.

In order to ensure that there was follow-up and support for gender work of SMCs, all District Directors were requested to include Girls Education Officers (GEOs) and female district official as part of their district SMC trainers who benefited from *Learning* TOT program. As a results of this, 305 female district education officials including the GEO received training on the SMC Guide.

During the last quarter, *Learning* participated in the Gender Education Unit's meetings to initiate the development of a Network of Girls Education as a strategy to harmonize and provide direction to all girl's education activities in Ghana.

- *Special Education Unit*: The launch of the inclusive education policy, which *Learning* attended provided *Learning* with a good opportunity to learn about the work of the Special Education Division and to identify areas where *Learning* could anchor its support to the division. Together with the Division, sensitization on inclusive education was identified and presented to *Learning* for support. Other potential areas of the policy relevant to *Learning* is in the area of Universal learning design, assessment and individualized operational plans to support pupils with learning disabilities. To this end, *Learning* explored a potential partnership with PERKINS International leading to the submission of proposal and budget. The proposal was deemed too costly and unsustainable; but discussions with Perkins will be reopened for support to the teacher training and the materials development of the Year 3 plan.

  Learning also included the staff of the Special Education Unit in all of the technical working groups, allowing them the opportunity to articulate their views and make inputs into the teaching and learning discussions, the SMC Guide, SRC indicators, among others. At the district and regional levels, 16 district Special Education coordinators were trained as trainers of SMCs. This training was necessitated by the need for these officers to work with other colleagues to monitor SMCs to ensure inclusiveness.

  In community sensitization, Special Education Coordinators who are part of the *Learning* teams at the regional and district levels joined the regional staff to educate communities on children with special learning needs and how they can be supported to learn to read. In the establishment or revamping of Reading clubs in schools, consideration was given to slow readers in order to ensure that they receive the extra support needed.

- *Islamic Education Unit*: As with the other units, the IEU was represented and made inputs into *Learning*'s activities, e.g., SRC indicators review, SMC solutions package. At the district and regional community sensitization activities, members of the IEU served as resources persons.

  Component 2 engaged the IEU to determine what their most pressing need was in the context of *Learning*'s reading goals. As a result of these deliberations, the unit expressed the need for technical and logistics support from *Learning* to enable them to bring together relevant members of their units to develop a strategic plan for the unit. The Institutional capacity building specialist of learning has since supported the unit to come up with a detailed plan on the strategic planning process.

4.2 Science, Technology and Innovation

This year, *Learning* has integrated technology in almost every facet of its implementation. An online SharePoint site has been created to facilitate the sharing of documents between and among the staff of *Learning* in Ghana and the backstops in the FHI360 Home Office. The MEL team has used tablets systematically to collect data for the baseline studies. Both *Learning* Data Managers and GES statisticians have benefitted from two years of training on the use of this technology to collect and analyze data.

On the programmatic front, the Math Pilot has introduced the use of SD cards for teachers to have access to information and videos on good math teaching practices. They are also using phone messages on "mental math" to help teachers increase their knowledge and skills to teach difficult math concepts to children.

Mobile money was introduced this year, increasing *Learning*'s use of technology for financial management and for maintaining data on the participants at its events. A database that will capture this information has been developed and has been tested using the SMC trainings. The platform has some problems that are being resolved. Once fully operational, this database will be a powerful tool for the teacher training and the coaching and supervision mechanisms being put in place for Year 3.

4.3 Democracy, Human Rights, and Governance Integration

This year, *Learning* has supported efforts to pass the Education Bill, which will decentralize the education system. GNECC held a high level/high visibility forum on the bill, which *Learning* supported and participated in. The bill was reviewed by the Minister, sent to the Cabinet, and made its way to the Parliament. Unfortunately, it was not passed at the most recent Parliamentary hearings; and with the impending elections, this bill will likely not come forth for review until March, 2017.

Dr. Augustine Tawiah (NTC) Mr. Bright Appiah (GNECC), and Dr. Guitele Nicoleau (*Learning*) presented a panel on educational decentralization at the CIES conference in Vancouver, CA March 6-8, 2016.

4.4 Local Solutions and Partnerships

Learning is built on partnerships with local organizations, as is evidenced by the main implementing partners: GIMPA, GILLBT, Olinga Foundation, GNECC and NNED. This year, a sub-agreement has been signed with Young Educators' Foundation (YEF) to implement a Ghanaian Language Spelling Bee (Learning Bee), and a purchase order with University of Education-Winneba to implement the Language Mapping exercise, thus deepening our relationship with educational institutions in Ghana.

4.5 Environmental Compliance

As *Learning* procures equipment, furniture, and vehicles, it is ensuring that its choices are compliant with environmental protections.

5. UPDATES FROM LAST PERFORMANCE REPORT

The updates are interspersed throughout the report.

6. WAY FORWARD.

This information is interspersed throughout the report.

The table below provides a summary of results against relevant custom and standard indicators. All people-related indicators have been disaggregated by sex. In the "Explanation of Actuals and Deviation from Target" section the reasons for deviations from the target and information about activities that contributed to the quarterly totals have been provided.

Indicator	Standard/ Custom Indicator	Disaggr.	Baseline	Q1		Q2		Q3		Q 4		Total		Explanation of Actuals & Deviation
				Target	**Actual**	**Target**	**Actual**	**Target**	**Actual**	**Target**	**Actual**	**Target**	**Actual**	
Activity Goal: 2.8 million primary students' reading performance improved.														
1. Number of learners enrolled in primary schools and/or equivalent non-school based settings with USG support	F-Indicator 3.2.1-14	Total	0	0	0	0.8m	0	1.6m	0	0.9m	1,541,203	2.35m	1,541,203	Pupil enrolment in schools from 98 districts benefitting from the distribution of supplementary materials
		Male	0	0	0	0.40m	0	0.40m	0	0.45m	784,735	1.175m	784,735	
		Female	0	0	0	0.40m	0	0.40m	0	0.45m	756,468	1.175m	756,468	
		A/R	0	0	-	0	-	0		0	157,215	-	157,215	
		BA/R	0	0	-	0	-	0		0	128,004	-	128,004	
		C/R	0	0	-	0	-	0		0	156,001	-	156,001	
		E/R	0	0	-	0	-	0		0	142,189	-	142,189	
		GA/R	0	0	-	0	-	0		0	170,072	-	170,072	
		N/R	0	0	-	0	-	0		0	221,566	-	221,566	
		UE/R	0	0	-	0	-	0		0	147,444	-	147,444	
		UW/R	0	0	-	0	-	0		0	-	67,573	-	67,573	
		V/R	0	0	-	0	-	0		0	164,398	-	164,398	
		W/R	0	0	-	0	-	0		0	186,741	-	186,741	
2. Number of learners	F-Indicator **3.2.1-35**	Total	0	0	0	0.40m	0	0.40m	0	0.45m	1,541,203	1.175m	1,541,203	These are learners from 98 of the

receiving reading interventions at the primary level		Male	0	-	0	-	0		0		784,735		784,735	targeted 216 districts who have directly benefited from the supplementary readers distributed by *Learning*
		Female	0	-	0	-	0		0		756,468		756,468
		A/R	0	-	0	-	0		0		157,215		157,215
		BA/R	0	-	0	-	0		0		128,004		128,004
		C/R	0	-	0	-	0		0		156,001		156,001
		E/R	0	-	0	-	0		0		142,189		142,189
		GA/R	0	-	0	-	0		0		170,072		170,072
		N/R	0	-	0	-	0		0		221,566		221,566
		UE/R	0	-	0	-	0		0		147,444		147,444
		UW/R	0	-	0	-	0		0		67,573		67,573
		V/R	0	-	0	-	0		0		164,398		164,398
		W/R	0	-	0	-	0		0		186,741		186,741
3. Percentage of primary 2 students who earn higher than a zero score on the Oral Reading Fluency (ORF) sub-test.	**FHI360 (Custom)**	Total	TBD	N/A	-	N/A	-	N/A	-	-	N/A	-	N/A	The NEAU/RTI is yet to share the 2015 EGRA results. These results will determine the baseline value for this indicator.
		Male	TBD	N/A	-	N/A	-	N/A	-	-	N/A	-	N/A
		Female	TBD	N/A	-	N/A	-	N/A	-	-	N/A	-	N/A
		A/R	TBD										
		BA/R	TBD										
		C/R	TBD										
		E/R	TBD										
		GA/R	TBD										
		N/R	TBD										
		UE/R	TBD										
		UW/R	TBD										
		V/R	TBD										
		W/R	TBD										
		Rural	TBD										
		Urban	TBD										
4. Proportion of students who by the end of two grades of	F-Indicator **3.2.1-27**	Total	TBD	N/A	-	N/A	-	N/A	-	N/A	-	N/A	-	The NEAU/RTI is yet to share the 2015 EGRA results. These results will determine
		Male	TBD	N/A	-	N/A	-	N/A	-	N/A	-	N/A	-
		Female	TBD	N/A	-	N/A	-	N/A	-	N/A	-	N/A	-

Indicator	F-Indicator		Baseline											Notes
primary schooling demonstrate that they can read and understand the meaning of grade level text		A/R	TBD											the baseline value for this indicator.
		BA/R	TBD											
		C/R	TBD											
		E/R	TBD											
		GA/R	TBD											
		N/R	TBD											
		UE/R	TBD											
		UW/R	TBD											
		V/R	TBD											
		W/R	TBD											
		Rural	TBD											
		Urban	TBD											
5. Proportion of students who by the end of the primary cycle, are able to read and demonstrate understanding of grade level text as determined by a country, curriculum, standards or national experts	F-Indicator 3.2.1-28	Total	39.0%	N/A	-	N/A	-	N/A	-	55.0%	-	55.0%	-	The 2016 NEA data collection is yet to be completed.
		Male	38.0%	N/A	-	N/A	-	N/A	-	54.0%	-	54.0%	-	
		Female	40.0%	N/A	-	N/A	-	N/A	-	56.0%	-	56.0%	-	
		A/R	36.9%							-		-		
		BA/R	40.2%							-		-		
		C/R	28.9%							-		-		
		E/R	40.3%							-		-		
		GA/R	77.7%							-		-		
		N/R	16.0%							-		-		
		UE/R	22.7%							-		-		
		UW/R	24.3%							-		-		
		V/R	45.9%							-		-		
		W/R	31.1%							-		-		
		Rural	27.0%							-		-		
		Urban	59.0%							-		-		

Activity Purpose 1: Enhanced Teaching and Learning

1.1 In-service training for reading instruction strengthened

Indicator	F-Indicator		Baseline											Notes
6. Number of teachers/educators/ teaching assistants who successfully completed in-service training or received intensive or mentoring or	F-Indicator 3.2.1-31	Total	0	0	0	9500	0	19000	0	25,200	41	25,200	41	The Learning's INSET for teachers is yet to commence. However, 41 teachers (26) and educators (15) received training to pilot the INSET materials in a selection of 30 schools.
		Male	0	0	0	4,750	0	9,500	0	12,600	28	12,600	28	
		Female	0	0	0	4,750	0	9,500	0	12,600	13	12,600	13	
		A/R	0	-	0	-	0	-	0	-		-		
		BA/R	0	-	0	-	0	-	0	-		-		
		C/R	0	-	0	-	0	-	0	-		-		
		E/R	0	-	0	-	0	-	0	-		-		
		GA/R	0	-	0	-	0	-	0	-		-		
		N/R	0	-	0	-	0	-	0	-		-		

Indicator	Code	Disaggregation											Notes
coaching with USG support		UE/R	0	-	0	-	0	-	0	-		-		
		UW/R	0	-	0	-	0	-	0	-		-		
		V/R	0	-	0	-	0	-	0	-		-		
		W/R	0	-	0	-	0	-	0	-		-		
		Rural	0	-	0	-	0	-	0	-		-		
		Urban	0	-	0	-	0	-	0	-		-		
7. Total number of person hours of teachers/educators/teaching assistants who successfully completed in-service training or received intensive coaching or monitoring with USG support	F-Indicator 3.2.1-41	Total	0	0	0	532,000	0	1,064,000	0	1,411,200	738	1,411,200	738	The Learning's INSET for teachers is yet to commence. However, 41 teachers (26) and educators (15) received training to pilot the INSET materials in a selection of 30 schools.
		Male	0	0	0	266,000	0	532,000	0	705,600	504	705,600	504	
		Female	0	0	0	266,000	0	532,000	0	705,600	234	705,600	234	
		Direct Training. by Learning	0	-	-	-	-	-	-	-	738	-	738	
		Indirect (incorporating contribution from Learning)	0	-	-	-	-	-	-	-		-		
8. Percentage of targeted teachers incorporating phonemic awareness and related reading methodologies in the classroom	Custom	Total	34%	0	0	0	0	0	0	44%		44%		Learning's annual data collection has just been completed. The results will be available for reporting during the first quarter of FY2017.
		Male	-	0	0	0	0	0	0	44%		44%		
		Female	-	0	0	0	0	0	0	44%		44%		
		KG1	22.5%	-		-		-		-		-		
		KG2	20.6%	-		-		-		-		-		
		P1	39.2%	-		-		-		-		-		
		P2	54.9%	-		-		-		-		-		
		P3	43,3%	-		-		-		-		-		
		Rural	TBD	-		-		-		-		-		
		Urban	TBD	-		-		-		-		-		
9. Percentage of targeted teachers using continuous reading	Custom	Total	36.4%	36.4%		N/A		N/A		46.4%		46.4%		Learning's annual data collection has just been completed. The results will be available for reporting during
		Male	TBD	N/A		N/A		N/A		46.4%		46.4%		
		Female	TBD	N/A		N/A		N/A		46.4%		46.4%		
		KG1	27.5%	-		-		-		-		-		

														Comments
assessments to inform their teaching		KG2	36.5%	-		-		-		-		-		the first quarter of FY2017.
		P1	39.2%	-		-		-		-		-		
		P2	39.2%	-		-		-		-		-		
		P3	45.0%	-		-		-		-		-		
		Rural	TBD	-		-		-		-		-		
		Urban	TBD	-		-		-		-		-		
1.2 Pre-service training for reading instruction improved														
10. Number of teachers/educators/teaching assistants who successfully completed pre-service training with USG support	F-Indicator 3.2.1-32	Total	0	N/A	-	N/A	-	N/A	-	90	0	90	-	Learning did not undertake the anticipated preservice training during the quarter.
		Male	0	N/A	-	N/A	-	N/A	-	45	-	45	-	
		Female	0	N/A	-	N/A	-	N/A	-	45	-	45	-	
		A/R	0											
		BA/R	0											
		C/R	0											
		E/R	0											
		GA/R	0											
		N/R	0											
		UE/R	0											
		UW/R	0											
		V/R	0											
		W/R	0											
		Rural	0											
		Urban	0											
11. Total number of person hours of teachers/educators/ teaching assistants who successfully completed pre-service training with USG support	F – Indicator 3.2.1 - 42	Total	0	0	0	0		0		3240		3240		Learning did not undertake the anticipated preservice training during the quarter.
		Male	0	N/A		N/A		N/A		N/A		N/A		
		Female								0		0		

#	Indicator	Source	Disagg.												Remarks
12.	Percentage of pre-service EGR tutors observed to be incorporating phonics and related reading methodologies into their work with pre-service teachers.	FHI 360	Total	N/A	N/A		N/A		N/A		N/A		N/A		Pre-service tutors are yet to come on board of the Learning activity.
			Male	N/A	N/A		N/A		N/A		N/A		N/A		
			Female	N/A	N/A		N/A		N/A		N/A		N/A		
1.3 Increased availability and use of core and supplementary reading materials															
13.	Number of reading campaign events held for teachers and communities	Custom	N/A	0	10	10	0	0	0	0	175	0	175	10	Learning has moved the district level reading festival to the first quarter of FY 2017.
14.	Percentage of targeted teachers using updated teaching and learning materials in the classroom	Custom	Total	0	N/A	-	N/A	-	N/A	-	25%		25%		This indicator is tracked once annually
			Male	0	N/A	-	N/A	-	N/A	-	25%		25%		
			Female	0	N/A	-	N/A	-	N/A	-	25%		25%		
			Rural	0	-	-	-	-	-	-	-		-		
			Urban	0	-		-		-		-		-		
15.	Number of textbooks and other teaching and learning materials provided with USG assistance	F-Indicator 3.2.1-33	Total	0	3,590,595	1,089,064	4,313,635	4,313,635	0	0	0	0	4,313,638	4,313,635	These are the supplementary reading materials distributed to the various district education offices. *Learning* began the distribution to the schools during the quarter.
			AR	0	569,822	579,920	1,225,339	1,225,339	0	0	0	0	1,225,339	1,225,339	
			BAR	0	418,099	34,874	455,651	455,651	0	0	0	0	455,651	455,651	
			CR	0	353,188	130,755	415,716	415,716	0	0	0	0	415,716	415,716	
			ER	0	437,976	150,375	529,073	529,073	0	0	0	0	529,073	529,073	
			GAR	0	194,638	40,914	161,998	161,998	0	0	0	0	161,998	161,998	
			NR	0	488,983	43,618	463,602	463,602	0	0	0	0	463,602	463,602	

		UER	0	202,343	284	163,534	163,534	0	0	0	0	163,534	163,534	
		UWR	0	147,482	0	77,207	77,207	0	0	0	0	77,207	77,207	
		VR	0	384,732	24,852	407,070	407,070	0	0	0	0	407,070	407,070	
		WR	0	393,332	83,472	414,445	414,445	0	0	0	0	414,445	414,445	
		Textbooks	0	0	0	0	0	0	0	0	0	0	0	
		Workbooks	0	0	0	0	0	0	0	0	0	0	0	
		Supplementary Readers	0	0	0	4,313,638	4,313,638	0	0	0	0	4,313,638	4,313,638	
		Other TLM	0	0	0	0	0	0	0	0	0	0	0	
16. Percentage of schools with improved access to textbooks and other teaching and learning materials in early grade classrooms with USG support.	Custom	Total	0	0	0	0	0	100%	1.9%	100%		100%	1.9%	84,093 (English 69873 and Local Language 14,220) supplementary readers were distributed ahead of the main school level distribution scheduled for quarter 4. This distribution had to take place because the 4 districts involved (Bibiani Anhwiaso-Bekwai (WR), Sefwi Wiawso (WR), Nkwanta North (VR), and Builsa North UER)) had no space to keep the books.
1.4 Strategies for improving early grade numeracy teaching and learning piloted														
17. Percentage of targeted teachers applying concepts and applications in teaching mathematics in the classroom	**Custom**	Total	N/A	N/A		N/A	-	N/A	-	TBD		TBD	-	Classroom observations as part of *Evaluating Systems'* impact evaluation baseline in 2017.
		Male	N/A	N/A		N/A	-	N/A	-	TBD		TBD	-	
		Female	N/A	N/A		N/A	-	N/A	-	TBD		TBD	-	
		Rural	N/A	-		-	-	-	-	-		-		
		Urban	N/A	-		-	-	-	-	-		-		

18. *[In Development]* Proportion of students who by the end of two grades of primary schooling demonstrate that they can perform grade-level mathematics skills.	FHI 360	Total	N/A	N/A	-	N/A	-	N/A	-	TBD		TBD		
		Male	N/A	N/A	-	N/A	-	N/A	-	TBD		TBD		
		Female	N/A	N/A	-	N/A	-	N/A	-	TBD		TBD		
		Rural	N/A	N/A	-	N/A	-	N/A	-	TBD		TBD		
		Urban	N/A	N/A	-	N/A	-	N/A	-	TBD		TBD		

Activity Purpose 2. Strengthened Systems

2.1 Implementation of MOE language policy strengthened

		Particulars	Stages	#	#	#	#	#	#	#	#	#	#	#	
19. *Number* of laws, policies, regulations, or guidelines developed or modified to improve primary grade reading programs (language policy & GRAP)	F-Indicator 3.2.1-38	Law	Analysed/ Developed	na	na		na		na	-	na	-	na		• Policy – Language Policy. Consultation on the Language Policy continued during the quarter (e.g. Ghana Association of English Teachers (GTE) and the Association of Ghana Language Teaches (ATGL). The policy is yet to be passed. • The zero draft of the G-RAP has been developed and first round of review by relevant stakeholder done.
			Consultation	na	na		na	-	na	-	na	-	na		
			Legislation	na	na		na	-	na	-	na	-	na		
			Passed	na	na		na	-	na	-	na	-	na		
		Policy	Analysed/ Developed	0	1	1	0	0	0	0	0	0	1	1	
			Consultation	0	1	1	1	0	0	1	0	0	1	1	
			Legislation	0	0	0	1	0	0	0	0	0	1	0	
			Passed	0	0	0	0	0	1	0	1	0	1	0	
		Framework	Analysed/ Developed	0	0	0	1	0	0	0	0	0	1	1	
			Consultation	0	0	0	1	0	0	0	0	0	1	1	
			Legislation	0	0	0	1	0	0	0	0	0	1	0	
			Passed	0	0	0	1	0	0	0	0	0	1	0	
		Guideline	Analysed/ Developed	0	0	0	60	0	0	0	0	0	60	0	
			Consultation	0	0	0	60	0	0	0	0	0	60	0	
			Legislation	0	0	0	0	0	0	0	0	0	0	0	
			Passed	0	0	0	60	0	0	0	0	0	60	0	

2.2 MoE, GES, NIB, NTC and NCCA technical and financial management systems strengthened

		Particulars	Stages	#	#	#	#	#	#	#	#	#	#	#	Notes
20. Number of laws, policies, regulations, or guidelines developed or modified to improve primary grade reading programs (decentralization policy)	F-Indicator 3.2.1-38	Law	Analysed/Developed	0	1	1	0	0	0	0	0	0	1	1	• **Law**: Decentralized Education bill. The bill has been moved to the Attorney General's Office. • The 12 Decentralized Education policy documents which existed for each of the boards (NIB, NCCA, and NTC) have been reviewed and submitted to the Autonomous Boards: Scheme of Service, Condition of Service, Operational Manual, and Code of Conduct.
			Consultation	0	1	1	0	0	0	0	0	0	1	1	
			Legislation	0	0	0	1	0	0	0	0	0	1	0	
			Passed	0	0	0	1	0	0	0	0	0	1	0	
		Policy	Analysed/Developed	12	12	12	0	0	0	0	0	0	12	12	
			Consultation	0	0	0	12	0	0	0	0	0	12	0	
			Legislation	0	0	0	0	0	0	0	0	0	0	0	
			Passed	0	0	0	12	0	0	0	0	0	12	0	
		Framework	Analysed/Developed	1	na		na		na		na		na	0	
			Consultation	1	na		na		na		na		na	0	
			Legislation	0	na		na		na		na		na	0	
			Passed	0	na		na		na		na		na	0	
		Guideline	Analysed/Developed	na	na		na		na		na		na		
			Consultation	na	na		na		na		na		na		
			Legislation	na	na		na		na		na		na		
			Passed	na	na		na		na		na		na		
21. Number of administrators and officials (national level) successfully trained with USG support	F-Indicator 3.2.1-3	Total		0	0	0	0	0	100	0	0	463	100	463	The project-based budgeting workshop was a demand driven workshop by the Ghana Education Service funded through in-kind grant mechanism. the Learning invited 2 participants from each the Regional and District Education offices
		Male		0	0	0	0	0	50	0	0	440	50	440	
		Female		0	0	0	0	0	50	0	0	23	50	23	
		A/R		0	-	0	-	-	-		-	63	63	63	
		BA/R		0	-	0	-	-	-		-	56	56	56	
		C/R		0	-	0	-	-	-		-	53	53	53	
		E/R		0	-	0	-	-	-		-	56	56	56	
		GA/R		0	-	0	-	-	-		-	34	34	34	
		N/R		0	-	0	-	-	-		-	53	53	53	
		UE/R		0	-	0	-	-	-		-	27	27	27	
		UW/R		0	-	0	-	-	-		-	24	24	24	
		V/R		0	-	0	-	-	-		-	52	52	52	
		W/R		0	-	0	-	-	-		-	45	45	45	
22. Total number of person	F-Indicator **3.2.1-43**	N/A		0	0	0	0	0	4000	0	0	13195.5	4000	13195.5	The 3-day workshop closed after 6 p.m. each day.

hours of administrators and officials successfully trained (national level)													
23. Percentage of performance improvement targets (Human and Institutional Capacity Development or HICD methodology) that are met in target institutions.		Total	N/A	N/A	-	N/A	-	N/A		15%		15%	Baseline for this indicator is yet to be determined. As Learning's capacity development work in institutions deepens, success at setting and meeting realistic targets is likely to improve.
		A/R	N/A							-		-	
		BA/R	N/A							-		-	
		C/R	N/A							-		-	
		E/R	N/A							-		-	
		GA/R	N/A							-		-	
		N/R	N/A							-		-	
		UE/R	N/A							-		-	
		UW/R	N/A							-		-	
		V/R	N/A							-		-	
		W/R	N/A							-		-	
24. Number of targeted institutions (MOE/ GES/ Boards/ Districts) in the process of transitioning to direct USAID funding.		Total	N/A	N/A	-	N/A	-	N/A		3		3	Baseline for this indicator is yet to be determined. As Learning's capacity development work in institutions deepens, success at setting and meeting realistic targets is likely to improve.
		A/R	N/A										
		BA/R	N/A										
		C/R	N/A							-		-	
		E/R	N/A							-		-	
		GA/R	N/A							-		-	
		N/R	N/A							-		-	
		UE/R	N/A							-		-	
		UW/R	N/A							-		-	
		V/R	N/A							-		-	
		W/R	N/A							-		-	
25. USD value of grants disbursed to MOE/GES/ Boards to support their lead activities	Custom	Total	0		-	610,381	-	5,583,686	-	0	-	10,724,431.3	-	10,724,431.3
		MOE	0		-	0	-	0	-	0	-	837.95	-	837.95
		GES	0		-	403,550	-	479,833	-	235,616.30	-	2652596.1	-	2652596.1
		NIB	0		-	59,217	-	102,369	-	7,153.41	-	125848	-	125848
		NCCA	0		-	88,422	-	4,925,854	-	2390552.09	-	7835025.72	-	7835025.72
		NTC	0		-	59,192	-	75,630	-	2,184.57	-	110,123.53	-	110,123.53

2.3 Strategies piloted for improving teacher attendance and time on task

# / Indicator	Type	Disagg.												Notes
26. Time on Task in early grade reading classrooms (average)	Custom	**Total**	59%	N/A	N/A	N/A	N/A	N/A	N/A	64%		64%		The annual data collection has just been completed and analysis is in progress
		Male	TBD	-	-	-	-	-	-	64%		64%		
		Female	TBD	-	-	-	-	-	-	64%		64%		
		Rural	TBD	-	-	-	-	-	-					
		Urban	TBD	-	-	-	-	-	-					
27. Teacher attendance rate in primary schools (average)	**Custom**	Total	87.5%	N/A	N/A	N/A	N/A	N/A	N/A	89.5%		89.5%		**The annual data collection has just been completed and analysis is in progress**
		Male	TBD	-	-	-	-	-	-	89.5%		89.5%		
		Female	TBD	-	-	-	-	-	-	89.5%		89.5%		
		Rural	TBD	-	-	-	-	-	-	-		-		
		Urban	TBD	-	-	-	-	-	-	-		-		

Activity Purpose 3. Increased accountability and transparency

# / Indicator	Type	Disagg.												Notes
28. Number of administrators and officials (regional and district level) successfully trained with USG support	F-Indicator 3.2.1-3	Total	0	0	59	0	150	1,300	480	1,500	1,780	1500	1,780	
		Male	0	0	50	0	126	650	210	750	1,157	650	1,157	
		Female	0	0	9	0	24	650	272	750	625	650	625	
29. Total number of person hours of administrators and officials successfully trained (district level)	F-Indicator **3.2.1-43**	N/A	0	0	1,888	0	4,544	41,600	23,624	41,600	65,224	41,600	65,224	

3.1 School management and decision-making structures for community engagement supported.

# / Indicator	Type	Disagg.												Notes
30. Number of PTAs or similar 'school' governance	F-Indicator 3.2.1-18	Total	0	0	0	0	0	2,000	20	4,000	4703	4000	4703	These SMCs are from a total of 66 districts.
		A/R	0	0	0	0	0	-		-	1065	-	1065	
		BA/R	0	0	0	0	0	-		-	473	-	473	
		C/R	0	0	0	0	0	-		-	457	-	457	

													Comment
structures supported		E/R	0	0	0	0	0	-	20	-	728	-	728	
		GA/R	0	0	0	0	0	-		-	441	-	441	
		N/R	0	0	0	0	0	-		-	287	-	287	
		UE/R	0	0	0	0	0	-		-	202	-	202	
		UW/R	0	0	0	0	0	-		-	157	-	157	
		V/R	0	0	0	0	0	-		-	415	-	415	
		W/R	0	0	0	0	0	-		-	478	-	478	
31. Number of SMC members trained		Total	0	0	-	0	-	0	-	36,000	**27,112**	36,000	**27,112**	Most of the SMCs presented less than the anticipated 9 members.
		Male								18,000	**19,975**	18,000	**19,975**	
		Female								18,000	**7,137**	18,000	**7,137**	
32. Number of person hours of SMC members successfully trained		N/A	0	0	-	0	-	0	-	576,000	433,792	576,000	433,792	Most of the SMCs presented less than the anticipated 9 members.
33. Percentage of schools taking steps to address challenges and issues related to reading, as identified by school management discussions or documents	Custom	Total	5.7%	N/A		N/A		N/A		15.7%		15.7%		
		A/R	7.1%	-		-		-		-		-		
		BA/R	4.5%	-		-		-		-		-		
		C/R	0.0%	-		-		-		-		-		
		E/R	8.0%	-		-		-		-		-		**The annual data collection has just been completed and analysis is in progress**
		GA/R	18.2%	-		-		-		-		-		
		N/R	6.9%	-		-		-		-		-		
		UE/R	10.0%	-		-		-		-		-		
		UW/R	0.0%	-		-		-		-		-		
		V/R	5.0%	-		-		-		-		-		
		W/R	0.0%	-		-		-		-		-		
		Rural	5.3%	-		-		-		-		-		
		Urban	6.8%	-		-		-		-		-		
34. Percentage of School Management Committees (SMCs) Functioning Effectively	USAID/ Ghana Ed Custom	Total	3.1%	N/A		N/A		N/A		13.1%		13.1%		**The annual data collection has just been completed and analysis is in progress**
		Rural	2.7%	-		-		-		-		-		
		Urban	4.5%	-		-		-		-		-		
35. Percentage of schools	**Custom**	Total	TBD	N/A	N/A	N/A		N/A		25%	-	25%	-	Component 2 baseline data collection did not

with gender-related activities in their school development plans effectively implemented		Rural	TBD									-		take place during the quarter. Learning will complete the strategies for supporting the REOs and DEOs during the FY2017.
		Urban	TBD									-		

3.2 District Reading Grants effectively used by "performing" districts to help promote reading and improve related basic education management practices

36. Number of sub-national entities receiving USG (REOs and DEOs) assistance that improves their performance	F-Indicator 2.2.3-5	Total	0	0	0	0	0	0		0		0	0	The modalities and timelines will be determined as part of FY2017 work plan
		Rural	0	0	0	0	0	0		0		0	0	
		Urban	0	0	0	0	0	0		0		0	0	
37. Percentage of districts receiving USAID-funded District Performance Grants that spend monies in accordance with USG regulations	Custom	Total	0	N/A		N/A		N/A		N/A	-	N/A	-	The modalities and timelines will be determined as part of FY2017 work plan
		A/R	0											
		BA/R	0											
		C/R	0											
		E/R	0											
		GA/R	0											
		N/R	0											
		UE/R	0											
		UW/R	0											
		V/R	0											
		W/R	0											

3.3 GES School Report Card program improved and expanded

38. Percentage of schools using school report cards to inform School Performance Improvement Plans (SPIPs) and School Performance Appraisal Meetings (SPAMs).	FHI 360	Total	5.7%	N/A		N/A		N/A		15.7%		15.7%		The annual data collection has just been completed and analysis is in progress
		Rural	6.0%	-	-	-	-	-	-	-	-	-		
		Urban	4.5%	-	-	-	-	-	-	-	-	-		

8. ANNEX II Y2Q4 TABLE

Submitted as a separate document

9. SUCCESS STORIES

Submitted as a separate document